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ABSTRACT

The plans included in this manual were developed for use in training data collectors to administer the Teacher Performance Assessment Instruments (TPAI). They were designed by classroom teachers and present data collectors with types of plans which might be encountered while assessing teachers in the field. Each set of plans was developed to serve one of three purposes: 1) to simulate a teacher's portfolio for use in practice-rating teachers on the TPAI; 2) to illustrate teaching plans for videotaped lessons used in practice-rating teachers on the Classroom Procedures and Interpersonal Skills instruments; or 3) to provide illustrative materials for use in practice-conducting a complete assessment using all three instruments. (JD)

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Teacher Performance Assessment Instruments:

A Set of Plans for Practice Rating

Georgia Department of Education

Teacher Assessment Project
College of Education
University of Georgia

Georgia Department of Education
Division of Program and Staff Development
Atlanta, Georgia 30334

Teacher Performance Assessment Instruments:

A SET OF PLANS FOR PRACTICE RATING

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1979

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Preface

The plans included in this manual have been developed to use when training data collectors to administer the *Teacher Performance Assessment Instruments*. The plans were designed by classroom teachers and are to be used to familiarize potential data collectors with the types of plans which might be encountered while assessing teachers in the field. None of the plans were developed as exemplary models, nor are they to be considered ideal plans in their respective subject areas.

Accompanying each plan is a description of the group of students for which the plan was designed. This information was provided by the teacher so that persons studying the plan would have a referent for making the kinds of decisions required in rating a teacher with these instruments.

Editing of these plans and group descriptions has been limited to attaining stylistic consistency and appropriate rhetoric within each plan. The format and style of each individual teacher has been retained to provide trainees with realistic lesson plans for practice rating.

Each set of plans was developed to serve one of three purposes: 1) to simulate a teacher's portfolio that can be used to practice rating teachers on the *Teaching Plans and Materials Instrument*, 2) to illustrate teaching plans for the videotaped lessons used to practice rating teachers on the *Classroom Procedures and Interpersonal Skills Instruments*, or 3) to provide illustrative materials that can be used to practice conducting a complete assessment using all three instruments. This manual is divided into three chapters corresponding to the purposes stated above.

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CHAPTER ONE:

PLANS FOR USE WITH THE *TEACHING PLANS AND MATERIALS INSTRUMENT*

Using the Plans

The plans included in this chapter were designed to be used during training activities with the *Teaching Plans and Materials Instrument* (TPM). Each set of plans was developed by a classroom teacher in an effort to provide realistic plans for practice rating. Accompanying some of the plans are answers to typical questions asked during the interview phase of the assessment. This interview information is used in conjunction with the lesson plan to provide the data necessary for rating the teacher on the TPM. None of the plans were developed as exemplary models, nor are they to be considered ideal plans in their respective subject areas. The plans were developed for the purpose of familiarizing trainees with the types of plans they will encounter in the field.

Chapter Two of the manual, *A Handbook of Training Activities*, describes the activities for which the plans included in this chapter are to be used. These activities were designed to assist trainees as they practice rating teachers on the *Teaching Plans and Materials Instrument* (TPM).

Second Grade Reading Plans

Group Description

1. Age range of group. The children range in age from 7 to 8 years.
2. Ability range of group. All students are reading on the second grade level.
3. Socioeconomic distribution. Most of the children are from middle-class homes.
4. Typical demeanor of students. The class contains several students who tend to cause trouble.
5. Typical interest and involvement of students. Several of the students become bored easily. However, most students are interested, especially in doing things in which they can actively participate.
6. Prior relevant material studied. (No information was available on this topic.)

Lesson Plan

Objectives	Procedures and Activities	Evaluation	Materials
Given new vocabulary words, students will demonstrate understanding of meaning and pronunciation by correct use in sentences.	1. Initiate discussion about whales. a. Ask students if they have ever seen a whale, how big a whale is, and where whales live. Show picture of a whale. b. Introduce the new words *warm, born, whale, since, hurt, left, sang,* and *milk* by writing them on the board. Have students pronounce them. c. Have students do p. 46 in their workbooks.	Give students eight sentences and have them decide which new word fits best in each sentence.	Workbook
Students will read a story to find the answers to some questions.	2. Have students read the following pages to find out: a. Read p. 141 to find out what happened to Ben's mother. b. Read p. 142 to find out how whales are like people and other land animals. c. Read p. 143 to find out why Ben needed milk when he was little. d. On pp. 144-145, read to find out why it was lucky that Ben's mother wasn't killed until Ben was older. e. Read p. 146 to find out how Ben felt when he grew older. 3. Ask students why the author called this story "The Last Blue Whale."	Students will answer questions correctly.	

Objectives	Procedures and Activities	Evaluation	Materials
Students will name facts learned about blue whales in the story.	4. Discuss these questions: a. Ask students what facts they learned about blue whales, and list them on a chart. b. Why was Ben Blue Whale lonely? c. Have you ever felt lonely? d. Did you like this feeling? e. Why did Ben miss his mother? f. What things did Ben's mother do that your mother might have done when you were a baby? g. Why couldn't Ben find another blue whale to keep him company? h. Do you think it was right for men to kill so many blue whales? Why or why not?	Students will make a chart of facts learned about blue whales.	Chart paper
Given ten prepositions, students will make sentences using them.	5. Introduce prepositions: a. Tell that they give direction to verbs (action words) and tell how or where. b. Write "We went up the hill" on the board. Ask students to use words on p. 147 of text and substitute each word for *up*. Ask if these words will work. Discuss.	Have students make up sentences using ten prepositions.	Chalkboard
Students will re-read story.	6. Have students locate the following: a. Locate in the story and read orally the sentence that tells who killed Ben's mother. b. Find the sentence that tells how whales are like people and read it aloud. c. Locate in the story and read orally the sentence that tells where Ben was born.	Students will read the answers to the questions from the book.	

Objectives	Procedures and Activities	Evaluation	Materials
	d. Locate in the story and read orally the sentence that tells why Ben was lucky. e. Find the sentence that tells how long Ben was. f. Find the sentence that tells why Ben never sees another blue whale.		
Students will add *-ed* to some words.	7. Introduce students to adding *-ed* when *y* must be changed to *i*: a. Write *hurry, worry, marry, dry, try,* and *cry* on the board. Ask students what the final letter in each word is. b. Point out that in each word *y* is preceded by a consonant. Have students watch when you add *-ed* to these words. Lead them to discover that you must change *y* to *i* before adding *-ed.* c. Have students do several on the board and then do p. 47 in their workbooks.	Have students add *-ed* to eleven words given them by changing *y* to *i* before adding the *-ed.*	
Given eight words, students will be able to circle those in which the *-ed* has the /d/ sound.	8. Help students identify *-ed* with the *d* sound: a. Write the letter *d* on squares and give one to each student. b. Tell students that *-ed* endings may stand for three different sounds, and one of these is the /d/ sound. c. Say some words that end in *-ed.* Ask students to hold up their square when they hear the /d/ sound.	Give the students eight words that end in *-ed* and have them circle those in which the *-ed* has the /d/ sound.	Squares with the letter *d* on them

Objectives	Procedures and Activities	Evaluation	Materials
Students will describe objects.	9. Introduce the students to the five senses: a. List the five senses on the board. b. Hold up an eraser and ask students how many things they can find out about it by using their five senses. c. Write their responses on the board under the correct heading. Discuss. d. Have students do p. 48 in their workbooks. 10. Read *The True Book of Whales and Other Sea Mammals* to the group. a. Discuss the reading. b. Have each individual draw a picture of a whale and write a story about it. 11. Have other books about whales on hand for students to enjoy.	Have some students list the five senses. Give them an object and have them describe it, writing their descriptions under the correct heading.	Various objects, Drawing paper. Posell, Elsa. *The true book of whales and other sea mammals.* Chicago: Children's Press, 1963.

Third Grade Mathematics Plans

Group Description

1. Age range of group. The pupils range in age from 8 to 9 years. The majority of them are 8 years old.
2. Ability range of group. The students, all of whom function on about the same academic level, are on grade level, but they are somewhat slow. One of the students is classified as EMR but is very good in math.
3. Socioeconomic distribution. With a few exceptions, the students are from low income families. Two students' parents are professors and several other parents are of the white-collar class.
4. Typical demeanor of students. The students are typical 8 and 9 year-olds. They are somewhat noisy and restless at times but otherwise well-behaved.
5. Typical interest and involvement of students. The majority of the students are enthusiastic about these lessons because of the competition involved in who will complete his or her multiplication facts first. They know that they will receive rewards after doing so. The enthusiasm and interest, therefore, are somewhat high at this point.
6. Prior relevant material studied. Students have studied the multiplication facts 1 through 5, the multiplication-addition principle, and the special principles of multiplying 0 and 1.

Lesson Plan

10:45 - 11:30

Day 1

Objectives	Procedures	Materials
Students should be able to recite the multiplication facts 1-5.	Call on individual students to recite the multiplication facts 1-5.	Multiplication facts Roll book

1	2	3	4
1x1=1	2x1=2	3x1=3	4x1=4
1x2=2	2x2=4	3x2=6	4x2=8
1x3=3	2x3=6	3x3=9	4x3=12
1x4=4	2x4=8	3x4=12	4x4=16
1x5=5	2x5=10	3x5=15	4x5=20
1x6=6	2x6=12	3x6=18	4x6=24
1x7=7	2x7=14	3x7=21	4x7=28
1x8=8	2x8=16	3x8=24	4x8=32
1x9=9	2x9=18	3x9=27	4x9=36
1x10=10	2x10=20	3x10=30	4x10=40
1x11=11	2x11=22	3x11=33	4x11=44
1x12=12	2x12=24	3x12=36	4x12=48

5	
5x1=5	5x7=35
5x2=10	5x8=40
5x3=15	5x9=45
5x4=20	5x10=50
5x5=25	5x11=55
5x6=30	5x12=60

19

20

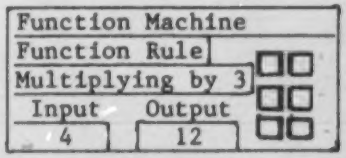
Day 2

Objectives	Procedures	Materials
Given two single-digit factors in which one is either 4 or 5, the student will be able to find the product.	Do a brief warm-up exercise reviewing the multiplication facts 1-5. Students are to respond orally by reciting the facts as a group. Students are to do pages 148 and 149 as an in-class assignment which is to be turned in at the close of the class. Students are to work independently with assistance given to those who are having difficulty. Evaluation: In-class assignment; no homework assignment	*Investigating school mathematics*, Level III. Reading, Massachusetts: Addison-Wesley, 1973, pp. 148-149.

Day 3

Objectives	Procedures	Materials
To motivate student interest.	Warm-up exercise: Explain to the students: "I'm going to say a series of numbers and I would like for you to listen carefully and think of the rule that I am using. When you think of the rule, fold your arms. I will then call on you to give me the next number in the series." (I will know by his response whether the student understands my rule. If the response is incorrect, I will tell the students to listen carefully to the response of other students and to the numbers. Students are to respond orally.) Series of numbers and the rules: facts 2-5. 2, 4, 6, 8, 10, 12, 14, 16... Multiplying by 2 3, 6, 9, 12, 15, 18, 21, 24... Multiplying by 3	

Day 3 (continued)

Objectives	Procedures	Materials
	4, 8, 12, 16, 20, 24, 28... Multiplying by 4 5, 10, 15, 20, 25, 30, 35... Multiplying by 5 Continue this process until observation and student response indicate student comprehension.	
Given a function machine problem involving multiplication facts up to 5, the student will be able to supply the missing input number, function rule, or output number.	Put up the picture of the girl thinking about the problem of multiplying by 3; she hears the input of 4 and gives the output of 12. Explain this process to the students. Explain that 3x4=12 and that this is similar to the process of the function machine. (Have an illustration of a function machine drawn on the chalkboard.)	Poster paper (picture) Magic marker Chalkboard and chalk Masking tape Chalkboard and chalk 
	Display charts similar to the function machine. Explain to the students that on some of the charts the input, output or the function rule may be missing. Different students	Charts using the multiplication facts 2-5. Poster paper Magic marker

Objectives	Procedures	Materials
	will be asked to come up and supply the missing rule or number. Continue with this process until each chart is completed.	Chalkboard and chalk Masking tape
Students should be able to give orally the products of the equations.	Ask the students to open their textbooks to page 151. Explain to them that individual students will be asked to give the product of each equation. (Students are to respond orally.)	Textbook: *Investigating school mathematics*, p. 151, Problem #1, finding the products.
	Give the students the multiplication chart that they are to complete for their homework assignment. The students are also responsible for Problem #3, page 151, finding the product.	Worksheets (see attached sheet) Textbook, p. 151, Problem #3.

Day 4

Objectives	Procedures	Materials
To give students additional practice with multiplication facts 1-5.	Distribute practice sheets to the students; they are to work independently at their desks. (I will move around the room to give individual help to those students having difficulty with the task.) Collect practice sheets at the end of class. Evaluation: Observation and results of practice sheets	Practice sheet (see attached sheet)
	Day 5	
Students should be able to give the missing product for multiplication facts 1-5.	Explain to the students that they are going to have a quiz over the multiplication facts 1-5. Give each student a copy of the quiz, consisting of equations taken from the multiplication facts 1-5.	Quiz (see attached sheet)

Day 5 (continued)

Objectives	Procedures	Materials
	Collect quizzes at the end of class time. Evaluation: Results from quiz over the multiplication facts 1-5.	

Name:

Directions: Complete the following multiplication table with the facts from 1-5.

X	0	1	2	3	4	5	6	7	8	9
0										
1										
2										
3										
4										
5										

Name_____ Quiz - Multiplication Facts 1-5

Find the product of each equation.

A. 5 x 4 =

B. 3 x 7 =

C. 4 x 8 =

D. 3 x 8 =

E. 7 x 4 =

F. 8 x 3 =

G. 3 x 4 =

H. 9 x 5 =

I. 4 x 0 =

J. 7 x 3 =

K. 1 x 5 =

L. 5 x 5 =

M. 6 x 4 =

N. 3 x 6 =

O. 5 x 1 =

P. 3 x 2 =

Q. 1 x 3 =

R. 2 x 9 =

S. 0 x 5 =

T. 8 x 2 =

U. 5 x 7 =

V. 0 x 6 =

W. 2 x 7 =

X. 5 x 8 =

Y. 4 x 4 =

Z. 0 x 10 =

1. 5 x 8 =

2. 2 x 0 =

3. 4 x 7 =

4. 6 x 4 =

5. 3 x 9 =

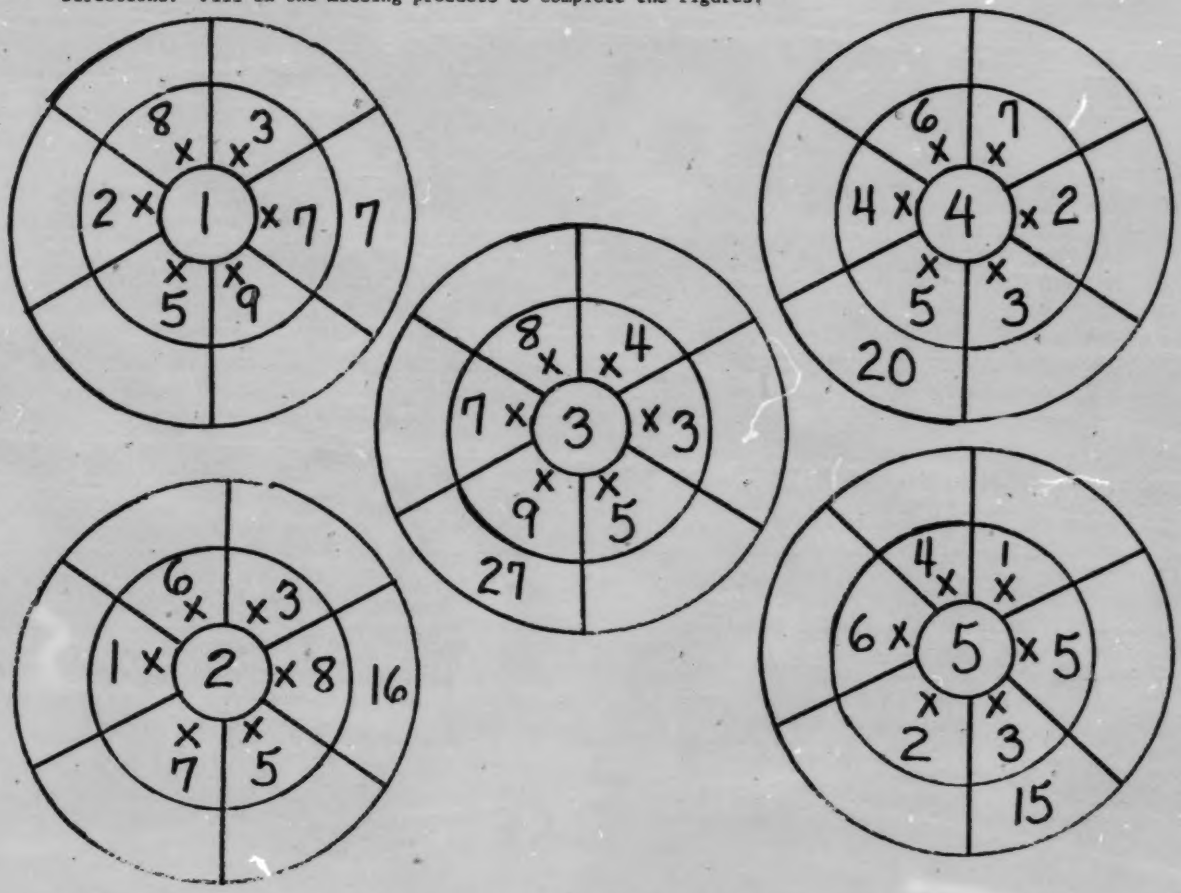
6. 7 x 1 =

7. 4 x 5 =

8. 1 x 8 =

Name:

Directions: Fill in the missing products to complete the figures.



On the back of your paper, make your own multiplication wheels.

Rule

Multiply by 3

Input

4

Output

12

Multiply by ___

Input	Output
	4
5	
3	
8	16
	20

Multiply by 3

Input	Output
2	6
9	
8	
5	
7	

Multiply by 4

Input	Output
2	
4	
9	
6	
8	

Multiply by ___

Input	Output
3	
7	
9	45
6	
8	

Fourth Grade History Plans

Group Description

1. Age range of group. The children range in age from 9 to 10 years.
2. Ability range of group. The students range in ability from first grade level to fifth grade level.
3. Socioeconomic distribution. The children come from various socio-economic backgrounds--lower-middle to upper-middle class.
4. Typical demeanor of students. The class is somewhat rowdy at times.
5. Typical interest and involvement of students. The students are very inquisitive when interested in a subject. They become actively involved if they are presented with various activities that interest them.
6. Prior relevant material studied. The class has studied about the disagreements between the North and South and how the North and South were different in many ways (industries, labor, lifestyles) during the Civil War period. A pretest was given before the unit was begun to determine what was already known about this period of time.

The Civil War Period

Objectives	Procedures and Activities	Evaluation	Materials
Students will be able to identify two advantages and two disadvantages of each side with 100% accuracy.	1. Discuss the meaning of secession. How many Southern states seceded? Where were they located? Have several children pretend they are members of a Southern state legislature. Have them convince their legislature (the class) that their state should secede.	Have students bring out in the discussion the advantages and disadvantages of each side.	
	2. Show the filmstrip "Clash of Amateur Armies." Discuss the filmstrip--the advantages and disadvantages of each side, important people mentioned, and what was meant by brother against brother.		Filmstrip Projector
	3. Have several students study the naval battles and designs of the ships during this period. Have them build replicas of these ships--for example, the *Monitor* and the *Merrimac*.		Reference books
Students will identify four important happenings during this period with 100% accuracy.	4. Have students pretend that they were drummer boys for the North or South. Have them write a diary about their activities.	Have students travel back in time and pretend they are boys or girls living during this period.	
	5. Have students draw a cartoon depicting a Civil War event.	Have them write a story including four important things	Paper and crayon

Objectives	Procedures and Activities	Evaluation	Materials
	6. Discuss the Underground Railroad--what it was and what its purpose was. Have students pretend they're slaves in the South. Have them write about their plans for escape to freedom.	that happened during this period. (For those who don't write well, have a tape recorder available so that they can record their story.)	
	7. Have several students study and research popular songs of this period. Have them play records or tapes or perform them themselves and tell a little something about each one.		Tape recorder or record player
	8. Discuss the Emancipation Proclamation--what it did.		
	9. Have some of the students make a newspaper. Have them consider what the headlines might be after a big battle in the North and in the South.		
	10. Have several students make a bulletin board about the Civil War period.		
	11. Have several students make a mural depicting Civil War events and life during that period.		Paper and paints, brushes
	12. Show the filmstrip "Gettysburg." Discuss Gettysburg in terms of its being the turning point of the war.		Filmstrip projector

Objectives	Procedures and Activities	Evaluation	Materials
	13. Have students pretend that they are 9 or 10 years old in Gettysburg in 1863. Have them write or tell what they saw and how they felt. 14. Discuss the differences between the Civil War and the Vietnam Conflict--weapons, transportation, communication, etc. 15. Make books available that tell about the Civil War--fiction, biographies, etc. Have some high-interest, low-vocabulary books if possible. 16. Take a field trip to the Cyclorama in Atlanta or to Kennesaw Mountain. 17. Have someone who knows about the community's involvement in the war come in and talk about it.		

Name_____

Date_____

The Civil War Period

TEST

Fill in the blank:

1. Gettysburg was a famous battleground during the Civil War. What former President made his home there?

_____

2. What does the term "brother against brother" mean?

_____

3. Name at least two senators who represented the South in the legislature during the Civil War. Name at least two senators who represent the Southern States in Congress today.

a. _____

b. _____

4. Who wrote the "Emancipation Proclamation"? Where was this first delivered?

a. _____

b. _____

5. Name the former slave whose life was made into a television special.

_____

6. What famous novel and movie depict the burning of Atlanta in some detail?

_____

ESSAY:

We have discussed the Underground Railroad in some detail in this unit. Write a paragraph describing the changes in railroad transportation from the Civil War to the present.

Interview Information
Fourth Grade History

6. When planning instruction, are you able to take into account the differences in your students' abilities? If so, how?

Yes. I try to gear the activities of the class in accordance with the various ability levels.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you use information on your students' past performance in planning instruction?

I look at the results of the pre-test and base my instruction on the performance of my students.

Differentiated assignments

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned these different assignments?

I try to include a variety of assignments throughout each lesson. That way, I feel like at least some things should appeal to all my students.

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*c. Why have you planned to use these different materials?

Each student has unique abilities, and I try to cater to them. For example, my students with vivid imaginations will enjoy the role-playing assignments I have planned.

Remedial or enrichment activities

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you use remedial or enrichment activities with your students?

Oh, yes, I certainly do. For example, in this particular unit, we plan to take a field trip to the Cyclorama in Atlanta.

7. When planning instruction, are you able to take into account your students' learning styles? If so, how?

I realize that not all of my students prefer the same style of learning. So, I use various types of evaluation methods to meet each student's needs.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*a. Why have you planned these different materials?

I try to have materials that are compatible with each child's particular strengths. Those students who are artistic will most likely be the ones who volunteer to build replicas of various Civil War ships.

Different presentation methods

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned different methods of presenting the information to your students?

Some students work better in small groups and other students work better on their own.

Options

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do students choose which way they may work on an assignment?

Yes, they certainly do. I think you'll notice in my plans that I allow students the option of writing a story or tape recording one.

d. How do you determine which resources and procedures to use with your students to meet their learning styles?

At the beginning of the year, I usually don't know. However, after I've worked with the child for a while, I learn which particular style is most suited to him or her.

8. When planning instruction, are you able to take into account the differences in your students' rates of learning? If so, how?

Much of the work my students do is at their own pace. They can take it home with them, work on it during free time, or go to the library.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you allow students to work at their own pace some of the time?

Yes, I do.

If yes, ask: Could you give me an example?

Many of the activities planned for my Civil War unit can be worked on throughout the entire unit. For example, the students could spend several days working on the newspaper exercise.

b. What kinds of provisions do you make for students who work more slowly than others?

I try to give those students more individual assistance. I also utilize peer tutoring to help them keep up.

Enrichment Activities

Present, credit given _____
Present, clarify _____
Not present _____

*c. When students finish their work early, what do they do?

Many of the activities I described in my plans are supplemental in nature. For example, when a student finishes early, he can begin work on the bulletin board. A second activity would be using the record player to listen to songs from this specific period.

Differentiated objectives

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do all learners have to master the same objectives?

Yes, I expect all learners to master my basic objectives. However, I hope that some of my more capable students master supplemental objectives as well.

9. How do you evaluate student progress?

I look at class participation, student enthusiasm, and creativity in responding to various activities. Of course, the most important thing is the end-of-unit test.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Pre-assessment

Present, credit given _____
Present, clarify _____
Not present _____

*a. How do you use the information you gather from your pre-assessment of the students?

The pre-assessment gives me some idea as to what my objectives should be.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you evaluate your students throughout the unit?

I make mental notes as well as written notes on each student's performance. I always give credit for class participation as well as cooperation between the students in group projects.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you evaluate your students at the end of a unit of study?

I always test my students once a unit is completed.

If so, how?

I believe I gave you a copy of my end-of-unit test on the Civil War.

Progress chart

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you keep track of individual progress on each objective?

I think I can tell this by looking at a student's performance on the test.

If so, how?

If he or she does well, then I believe that they have mastered all my objectives.

10. How do you let students know where they stand on their work in your class?

I usually walk around the room while my students are working on projects and give individual feedback. I also grade their papers and write comments on them.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you help students identify areas in which they are having difficulty?

I can usually tell from the way each student discusses a topic whether he has grasped the central concept or not. I also look at students' performance on classroom assignments.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*b. What do you do to help students assess their own progress during a unit of study?

I always evaluate each individual project as well as the group projects. I also talk with individual students to let them know where they stand in my class.

*c. Do you give students information on how they do on the end-of-unit evaluations?

I try to grade the end-of-unit test the day it is given and return it to the students. I not only put a letter grade on the papers, but I also write comments as well.

d. Do you meet with students individually to discuss their problems?

Yes, quite frequently.

If yes, could you give me an example?

Prior to sending out report cards, I try to meet with those students who are failing in my class. I try to find out if there are any underlying reasons as to why they are failing. We talk, and then try to come up with solutions for improving their grades.

11. Do you obtain information about your students' characteristics, background, or previous performance?

I always send a questionnaire for parents home with my students at the beginning of the year. I ask questions about the family--number of brothers and sisters, educational level of the parents, etc. I also ask the parents if there is any relevant medical information they think I should be aware of. My favorite part is where they complete a section on the child's likes and dislikes. This gives me clues as to what types of materials and methods would be effective in working with a particular child.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you gather information on the entire class?

> I usually get around 95% of these questionnaires returned to me.

If yes, ask:

b. How do you use this information to meet the needs of the class? Could you give me an example?

> Well, I always read these questionnaires and look for commonalities among them. For example, I found that a large number of students in one of my classes enjoys reading comic books. So, I bought some comic books and I use them to supplement my regular textbook. I also use them as potential reinforcers when a child finishes all of his work on time.

c. Do you ever use the cumulative folders to gather information on particular learner problems?

> No, I don't. I believe looking at a child's cumulative folder gives you a preconceived idea of what that child is like. I don't like them.

If yes, ask:

d. How do you use this information to help the learner? Could you give me an example?

12. Have you referred any of your learners to a specialist?

Yes, I have. I've referred children to the school counselor, families to the local Mental Health Center, and several of my learners to the reading specialist.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

If no, ask: Why have you not referred anyone?

If no problems, ask: What problems have you looked for?

If referrals made, ask: Could you give me an example of a referral you have made?

Yes. I had one child who recently lost her father in a tragic car accident. She was depressed for weeks afterwards and became totally withdrawn in my class. I referred her to the school counselor for individual counseling.

If example given, ask: How have you followed up on these referrals?

I've talked with the school counselor on several occasions concerning her work with this child. She gave me some good ideas on how I could work with my children to help them deal with death.

If no follow-up, stop.
If follow-up, ask: How have you used the information from the specialist to help the child in your class?

The counselor told me that one of the reasons this child had become so withdrawn was that she felt the other children in the class were avoiding her. I've talked this over with my class and each one is trying to make a special effort to involve Kelly--the girl. They ask

her to sit with them at lunch, pick her to be on their teams or work with them in a group, and generally make her feel like she's a special person.

13. Have you met with parents or other teachers to determine how to work with specific learner problems?

If a child is having difficulty in my room, I try to talk to his other teachers to see if they are experiencing the same thing. It's a school policy here that if a child is going to fail in your class, that you make every effort to contact his or her parents, and maybe even get them in for a parent conference.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever meet with other teachers to discuss particular students and their specific problems?

Yes, I do.

If yes, ask: Could you give me an example?

I have one child in my class who loves to pick on the other kids and has even started some unfounded rumors about his classmates. I asked his reading teacher if this was also a problem in her class and she indicated that it was.

If example given, ask:

b. How do you use this information to help the child in your class?

We both talked individually with the child and tried isolating him in the classroom. This seems to have been pretty effective.

c. Do you talk with parents about their children?

Yes.

If yes, ask: Could you give me an example?

I call parents by phone, send notes home, and have had several parent conferences after school.

d. Do you give parents advice on how they can help their children at home?

Yes.

If yes, ask: Could you give me an example?

I always ask parents if their child has a specific time set aside to do homework. I encourage them to make sure their child has completed all his work before he's allowed to watch TV, go play, etc.

14. What type of information do you use to assess your own effectiveness in the classroom?

I always look at how well my students have done on their tests, projects, and assignments. I usually have some pretty strong feelings about how I've done--I think I'm pretty perceptive.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you take into account your students' performance in assessing your effectiveness on an instructional unit?

This is the most important indicator for me. I believe if my students have done well, then I have done well.

Learner questionnaires

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you use the information you gather from questionnaires to determine your effectiveness?

I've never used questionnaires for this purpose. That's a good idea, though. I might try it with my next unit and see how it works.

c. Do you gather information on your effectiveness from peers or administrators?

Well, I try to.

If yes, ask: Could you give me an example?

My principal has observed me on several occasions. However, about all I get from him is, "I think you're doing a real fine job."

d. Do you use checklists, audio recorders, or videotapes to determine your effectiveness?

I used a cassette recorder one time and taped my class. I thought it was very helpful to listen to it and see how I must come across to my class.

15. What sorts of revisions have you made in your teaching so far? What has been the basis for these revisions?

There are several units that I may not teach next year because of low student interest in the topic. Also, several movies and filmstrips I've used proved to be totally ineffective. I doubt if I'll use those again.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever make changes during a lesson?

From time to time.

If yes, ask: Could you give me an example?

I try to stick to my lesson plan as closely as possible. However, if I see that my students are not understanding directions or words I'm using, I'll back up and maybe try something else to help explain it to them.

b. After teaching a lesson, have you ever found it necessary to go back the next day and reteach it using different methods or materials?

No, I don't.

If yes, ask: Could you give me an example?

I try to gear my materials and methods to the particular class I'm dealing with. They usually get it the first day I teach it.

c. Have you ever changed your plans for an upcoming unit because the techniques or methods used in a previous unit were ineffective?

No, I really haven't.

If yes, ask: Could you give me an example?

I think I know what techniques and methods prove effective with my students and I try to stick with those.

d. Do you plan to make changes in any of your units when you teach them next year?

Yes, I do.

If yes, ask: Could you give me an example?

For example, we were studying the state government and I decided we would try a unit on the State Constitution--when it was written, who wrote it, what models were used, etc. The entire concept proved too difficult for the large majority of my students--and the unit bombed! I won't try to teach that next year.

Fifth Grade Geography Plans

Group Description

1. Age range of group. The students are in the fifth grade.
2. Ability range of group. This class has five students reading at least two years above, fifteen on, and ten below grade level according to the school records. A social studies achievement subtest (Stanford Achievement Test) given by the teacher shows the class has trouble with comparative concepts in social studies. The unit now under study is the fourth in a series of units, using regions of the U.S., designed to improve this weakness. Children are making progress each time.
3. Socioeconomic distribution. Most of the children's parents are farmers or factory workers.
4. Typical demeanor of students. (No information was available on this topic.)
5. Typical interest and involvement of students. (No information was available on this topic.)
6. Prior relevant material studied. The previous unit was on Georgia.

Lesson Plan

Day 1

Objectives		Activities	Materials
The student will be able to label Alaska on a world map and draw three arrows showing its location from the equator, the Arctic Circle, and the continental U.S. (Georgia).	8:20-8:35	Have each student label Alaska on a world map and draw three arrows showing its location from the equator, the Arctic Circle, and the continental U.S. (Georgia). Students who did this exercise correctly on the pretest will help the teacher tutor those having trouble with this basic idea. Peer teachers will use several world maps to help the students correctly complete a blank map.	World maps, blank world maps, pencils
	8:35-8:45	Evaluation Show a transparency and have the teams of students check the accuracy of their work. Look at their maps. Help those still having problems during open time at 10:00.	Transparency, overhead projector
The student will be able to write three statements describing Alaska's climate and how it differs from Georgia's in summer, winter, and in amount of snow.	8:45-9:15	Show a filmstrip on climate. Discuss in large group. Questions: What is the average winter temperature on the South coast? How is this different from the North Slope? Why the difference? How does summer (John and Linda got this correct on pretest. They spend time in center reading about Alaska.)	*Filmstrip, "The Climate of the Arctic," frames 15-25. Set up ahead of time and skip to frame 15 on Alaska. Projector

Day 1 (continued)

Objectives		Activities	Materials
		differ from winter? How does Alaska's climate compare to Georgia's?	
		(Teacher *writes ideas* on board and students copy them in their notebook on Alaska. Better readers may put this in their own words.)	Notebooks
		Day 2	
The student can identify by drawing or labeling models four ways Eskimos adapted to the Alaskan climate: -bone sunglasses -igloo -kayak -fire stick -eating raw meat -dog sled -etc.	8:30-9:20	Divide the students into small groups of six. Group 1 - John, Linda, Kim, Tom, Howard, Pat Read Chapter 2, pp. 75-88 in *Concepts* (Purple Book). Complete pp. 88-89. *Meet briefly later in day tc check.	*The social sciences: Concepts and values.* New York: Harcourt Brace Jovanovich, 1975.
The students will show an increased awareness and appreciation for the ingenuity of these items of adaptation by orally identifying the way each helps and by efforts to come up with original ideas for adaptation.		Group 2 - Lynn, Mike, Sue, Greer, Sherry, Cindy View filmstrip on Eskimos. Draw pictures of different means of adaptation. *Turn in at 9:20.	Filmstrip (Ask Mike to set up at 8:00--he needs to be in charge), small previewer, drawing paper, crayons.

Day 2 (continued)

Objectives		Activities	Materials
		Group 3 - Edith, Jerry, Dawn, Beth, Sam, Willy Listen to teacher-made tape which goes with items in center: free booklets and artifacts, post cards from the Glenns who visited Alaska. When tape is finished, complete worksheet which involves labeling and telling use of kayak, umiaks, caribou, etc. *Turn in at 9:20.	Tape player in center Worksheet Willy in charge
	(slow readers)	*Groups 4 and 5 - Meet with teacher who shares a story on survival in the Arctic and its transparencies. Draw and label items of adaptation. *Turn in at 9:20. Have students tape drawings to wall after lunch.	Copy of story Transparencies
		Day 3	
from Day 2	8:20-8:35	Large group Orally review yesterday's activities. Remember to discuss pictures. Questions: Name an item or way of adaptation--call on different ones to identify use.	

Day 3 (continued)

Objectives		Activities	Materials
		Ask: Do you think it was easy to learn these ways? Why or why not? Try coming up with own original ideas. Brainstorm ideas--the way we use beef. Compare to Eskimo caribou or seal usage.	
The student will be able to compare adaptation methods for houses, transportation, and food between Georgia and Alaska as shown by completing a worksheet with 80% accuracy.	8:35-8:50	Show pictures saved from previous Georgia unit. Houses, foods, transportation are shown--contrast to ones viewed on Alaska.	Pictures from Georgia unit
	8:50-9:20	Have students complete worksheet. Meet in a small circle with those who need it read orally. Evaluation: Take up worksheet, grade and return.	Worksheet Georgia | Alaska Put item in correct column: dog sleds, caribou, peanut farms, seal, etc.

Day 4

Objectives		Activities	Materials
After seeing a set of slides on Alaska the student will be able to describe five things a tourist might see in Alaska which he couldn't see naturally in Georgia. This may be done by drawing and naming pictures or as a written travel log or in some other way *chosen by the student*.	8:00-8:45	Jeff's grandparents show slides of their camping tour of Alaska.	Jeff's grandparents--*Call at least 2 days ahead to remind them.
	8:45-9:30	Have students draw and color a travel brochure, write a travel log, cut out pictures (maybe I can find an old *National Geographic*), make models, etc. They may select and work on their project alone or in a small group. Additional time may be found for more work during the afternoon--maybe instead of health.	Art supplies
		Day 5	
	8:15-9:00	Completion of project from Day 4--Work in center if project is completed. Set up projects around the library. (Used next week for sharing learning with K and 1st grade.) *Talk with individuals as this is done to evaluate their work and interest in the unit.	Art supplies

Day 5 (continued)

Objectives		Activities	Materials
The student will demonstrate an interest in folklore, music, and art of Alaska by expressing an interest in hearing more stories, singing the songs, or creating his own carving.	9:00-9:20	Read a folk legend from Alaska to the whole class. Discuss how ideas are peculiar to the Arctic region; display books and art objects. (Music teacher will do songs during music this week and next.)	McDermott, B. *Sedna: An Eskimo myth.* New York: Viking Press, 1975.

Pre/Post Test*

1. On the attached map label Alaska. Draw arrows to the equator, Arctic Circle, and Georgia. Label each.

2. Write three sentences comparing Alaska's climate to that of Georgia.

3. Name or draw four ways Eskimos have adapted to the Alaskan climate.

4. Name five things a tourist might see in Alaska that he could not see naturally in Georgia.

5. Identify your favorite folktale from Alaska.

6. Write a story telling three to five ways your life might be different if you lived in Alaska and three to five ways it would be the same.

*This test was given in small groups prior to beginning the unit.

Slower readers answered orally to the teacher.

Mike had trouble seeing blue lines on map in #1. He was referred to nurse. (Showed up color blindness for blue--remember to make maps in black for him.)

(To be given at end of this unit, probably two weeks from now.)

Interview Information
Fifth Grade Geography

6. When planning instruction, are you able to take into account the differences in your students' abilities? If so, how?

To me, this is one of the most important aspects of teaching. I plan my units so that there is something in them for everyone, no matter what his ability level. I prepare tapes for students who can't read, enrichment activities for brighter students--those kinds of things.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you use information on your students' past performance in planning instruction?

As I was looking through my students' cumulative folders, I noticed that one of the group's weaknesses was in comparative concepts. I used this information to design a series of units to strengthen their ability in this area. Many of my units are planned for similar reasons.

Differentiated assignments

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned these different assignments?

I use different assignments for many different reasons, one of which has to do with the student's ability. Some days, like on Day 2, I divide the group into smaller groups according to ability. The assignment for each group is based on their ability. Group 4 is composed of slow readers, so I read the story to them, whereas Group 1 is composed of the brighter students who read well.

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*c. Why have you planned to use these different materials?

Again, for many different reasons. I frequently use filmstrips and tapes for non-readers.

Remedial or enrichment activities

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you use remedial or enrichment activities with your students?

You can see in my plans that on Day 1 I have planned some enrichment activities already. I usually wait to develop my remedial activities so that I can base them on my diagnosis of individual needs.

7. When planning instruction, are you able to take into account your students' learning styles? If so, how?

Yes. I try to do this when possible. That is another reason why I use filmstrips, tapes, and drawings so frequently. Some of the students just don't learn well by reading; they learn better by listening or doing.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*a. Why have you planned these different materials?

On Day 2, although the activities are planned to some extent for different ability levels, they are also planned to take into account different learning styles. Group 1 learns best by reading, whereas Groups 2 and 3, who are just as bright as Group 1 students, learn best by viewing and listening. The Group 2 students like to draw, but the Group 3 students don't enjoy drawing much.

Different presentation methods

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned different methods of presenting the information to your students?

Because some students enjoy large group discussions, others learn best by participating in groups, and some learn best on their own. On Day 1 I have planned a series of activities where students must do all of these.

Options

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do students choose which way they may work on an assignment?

I try to plan for this at least once in every unit. The students enjoy the freedom. You can see I planned it on Day 4 in this unit.

d. How do you determine which resources and procedures to use with your students to meet their learning styles?

I administered a learning style inventory the first of the year and I use this information to form my groups. The results were pretty accurate.

8. When planning instruction, are you able to take into account the differences in your students' rates of learning? If so, how?

Yes, to some extent. There are some students who always finish early; others take longer. I try to build provisions for this into my plans. That's why I use peer tutors and plan extra time.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you allow students to work at their own pace some of the time?

Yes, I do.

If yes, ask: Could you give me an example?

Much of our time in class is very structured. But if I have students who are not finished with their work when we are ready to begin the next activity, then I find some time that day for them to go back and complete their work.

b. What kinds of provisions do you make for students who work more slowly than others?

Like I said, I find time during the day for them to complete their work. I also use peer tutors frequently. The students who finish early are allowed to help the slower students. I also help them if they need it.

*c. When students finish their work early, what do they do?

They normally do either peer tutoring or go on to the next activity.

*d. Do all learners have to master the same objectives?

Yes, they do.

Enrichment activities

Present, credit given _____
Present, clarify _____
Not present _____

Differentiated objectives

Present, credit given _____
Present, clarify _____
Not present _____

9. How do you evaluate student progress?

I use pre-tests, post-tests, and progress checks to determine how the students are doing in the unit.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Pre-assessment

Present, credit given _____
Present, clarify _____
Not present _____

*a. How do you use the information you gather from your pre-assessment of students?

I see which objectives my students have mastered. I believe those who already know the information can spend their time more productively doing something else, instead of relearning something they already know. I plan other activities for them during the time the class is working on that particular objective.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you evaluate your students throughout the unit?

I use written, and occasionally oral, evaluations. I have enclosed a reproduction of a worksheet that will be used to determine if the students are understanding adaptation.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you evaluate your students at the end of a unit of study?

Yes, I do.

If so, how?

I prepare a test that is identical to--or else similar to--the pretest I gave before we began the unit. This helps me to see how much they have gained from the instruction.

Progress chart

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you keep track of individual progress on each objective?

In a way I guess I do.

If so, how?

I keep their grades in my gradebook and a file for each student. I keep their papers on file and they can have them at the end of a unit.

10. How do you let students know where they stand on their work in your class?

I give them back their papers after I have graded them and I meet with them individually from time to time to discuss their progress and problems.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you help students identify areas in which they are having difficulty?

I use several different methods. Sometimes I meet with them individually and we discuss these kinds of things. Other times, we discover their problems during evaluations, and sometimes during class discussions I see they are having problems. Then I have to dig deeply to find the root of the problem before we can clear it up.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. What do you do to help students assess their own progress during a unit of study?

I use worksheets and other forms of evaluation such as questioning to help them determine whether or not they have mastered an objective.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you give students information on how they do on the end-of-unit evaluations?

Yes. They always receive their tests back after I have graded them. Then we discuss the test.

d. Do you meet with students individually to discuss their problems?

Yes.

If yes, could you give me an example?

I schedule time during every unit to sit down together with the students and discuss their problems and progress. When I found out that Mike was color-blind, I explained this to him. He didn't understand why he couldn't answer that question on the test--he is extremely bright and doesn't miss many questions. After I explained his condition to him, then he understood much better.

11. Do you obtain information about your students' characteristics, background, or previous performance?

I look at the cumulative folders for all of my students before school begins. This is helpful to me in planning instruction.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you gather information on the entire class?

Yes. That information was what led me to plan this particular unit.

If yes, ask:

b. How do you use this information to meet the needs of the class? Could you give me an example?

> The MAT social studies test showed that comparative concepts were their weakest area. So, I planned a series of units to deal with this deficiency.

c. Do you ever use the cumulative folders to gather information on particular learner problems?

> Many of my students were having problems staying up with the rest of the class. I looked at their records and discovered that they were all slow readers or non-readers. So, yes, I have used them to find out about the problems of individual students.

If yes, ask:

d. How do you use this information to help the learner? Could you give me an example?

> There's not a lot I can do during social studies to teach them reading. I usually read the stories to them or have them listen to a tape, rather than have them struggle with material they can't comprehend. Now they stay up with the class much better.

12. Have you referred any of your learners to a specialist?

> Yes, several of them. Mike, for example, was sent to the school nurse because I thought he was color-blind, and he is.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

If no, ask: Why have you not referred anyone?

If no problems, ask: What problems have you looked for?

If referrals made, ask: Could you give me an example of a referral you have made?

I referred Mike because I realized that he was having problems seeing certain colors.

If example given, ask: How have you followed up on these referrals?

Several days after I knew Mike had been screened, I visited the school nurse and she explained his condition to me.

If no follow-up, stop.
If follow-up, ask: How have you used the information from the specialist to help the child in your class?

About all I can do is to use precaution in map and ditto work so that I don't ask him to distinguish between lines, etc. that are blue. They all appear gray to him.

13. Have you met with parents or other teachers to determine how to work with specific learner problems?

The school has a set policy for meeting with parents. I meet with all the parents once a quarter.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever meet with other teachers to discuss particular students and their specific problems?

Well, sure I do.

If yes, ask: Could you give me an example?

I see the students' other teachers every day. We always are discussing the students.

If example given, ask:

b. How do you use this information to help the child in your class?

Just having additional input into understanding the child helps me to deal with him in the class.

c. Do you talk with parents about their children?

Yes, I do.

If yes, ask: Could you give me an example?

School policy requires that I meet with parents once a quarter. If the need arises, then I contact them more frequently. Even though I just saw Mike's parents last month, I contacted them again before I sent him for screening and again after I knew the results.

d. Do you give parents advice on how they can help their children at home?

Yes, whenever I feel it will be beneficial.

If yes, ask: Could you give me an example?

A recent example I think of, although it's not from this subject area, has to do with Liz's parents. She was having trouble with multiplication because she doesn't know her 9's tables. I suggested that they practice them with her and her multiplication problems have cleared up.

14. What type of information do you use to assess your own effectiveness in the classroom?

I see how my students are progressing, I listen to my principal, and I have tried some Flanders' interaction analysis.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you take into account your students' performance in assessing your effectiveness on an instructional unit?

If I see they aren't learning what I have tried to teach, then I go back and try again.

Learner questionnaires

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you use the information you gather from questionnaires to determine your own effectiveness?

No, I don't.

c. Do you gather information on your effectiveness from peers or administrators?

Yes, from the principal.

If yes, ask: Could you give me an example?

The principal visits every month or so and offers a lot of good advice. He has suggested many of the activities and procedures that I now use as a matter of course--things like ability grouping and differentiating materials. His suggestions have been so helpful.

d. Do you use checklists, audio recorders, or videotapes to determine your effectiveness?

I have used Flanders, as I mentioned earlier. The principal suggested that I try it. I found out that I did most of the talking. So, I shut up, and now the students do more of the talking.

15. What sorts of revisions have you made in your teaching so far? What has been the basis for these revisions?

I have made a lot of revisions in the units I have taught and plan to make more before I teach them again.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever make changes during a lesson?

Oh yes, all the time.

If yes, ask: Could you give me an example?

Sometimes, I think the students have learned a concept, but they haven't, and I have to back up. When this happens, I use different methods to reteach it.

b. After teaching a lesson, have you ever found it necessary to go back the next day and reteach it using different methods or materials?

Yes, that has happened.

If yes, ask: Could you give me an example?

When I was teaching this class fractions I introduced the concept with a class discussion. I saw that they didn't comprehend, so the next day I used some concrete objects to demonstrate what fractions are.

c. Have you ever changed your plans for an upcoming unit because the techniques or methods used in a previous unit were ineffective?

Yes, I have.

If yes, ask: Could you give me an example?

Ever since the experience with fractions, I have redone all of my units with more concrete experiences. It has even carried over to this unit.

d. Do you plan to make changes in any of your units when you teach them next year?

Yes, I do.

If yes, ask: Could you give me an example?

I'm not real sure exactly what the nature of the changes will be. It will depend on the nature of the students I have.

Eighth Grade Art Plans

Group Description

1. Age range of group. The students range in age from 12 to 14 years.

2. Ability range of group. Student IQ's range from 70 to 120. Several EMR students have been mainstreamed into the class, along with three behavior disorder students.

3. Socioeconomic distribution. A few of the children are from upper and middle class homes. Most, however, are from lower class homes. The more economically advantaged students have segregated themselves by renting musical instruments and taking band or orchestra.

4. Typical demeanor or students. The class is difficult to control. Much of their creative activity involves working around a table and sharing materials, so they must often be out of their seats.

5. Typical interest and involvement of students. The students' interests range from not being interested in school to being interested in creating works of art.

6. Prior relevant material studied. Figure drawing gave the students some skills in representing the human features and figure.

Lesson Plan

Unit: African Masks in Papier-Mache

Purpose

Students will become aware of and appreciate the art of non-Western cultures; create aesthetic three dimensional forms showing repetition of shapes, lines, and pattern; develop the ability to exaggerate facial features to create an expression of emotion.

Day 1

Objectives

1. Students will be able to identify masks and sculpture from various parts of the world: Africa, American Iroquois Indian, New Guinea, modern American Halloween masks.

2. Students will be able to describe the formal artistic organization in a reproduction of a mask; e.g. the relationship of shapes, colors, and patterns.

3. Students will be able to describe how formal artistic means are used to create an expression of emotion.

4. Students will make thumbnail pencil sketches of a few slides to gain skill in exaggerating facial features.

5. Students will make thumbnail sketches of a mask relating to them personally.

Materials

color slides or large reproductions, such as the Shorewood Prints
pencil and paper

Procedures

The teacher shows a few slides and leads a discussion of each slide. Students discuss the slides and take written and visual thumbnail sketch notes in their notebooks. Toward the end of the lesson, several unidentified slides are shown for students, as a class, to identify the country of their origin. During the last ten minutes of the lesson, students are asked to make thumbnail sketches of a mask they might be interested in making, e.g. a mask to surprise their little sister, a mask that looks like their stern neighbor, a mask that looks like their funny friend.

Day 2

Procedures

Students will, on paper, design how their mask will be worn on their body: normally, to cover face, to cover face and torso, perched on shoulders extending above head, whole head, whole body. They will make an appropriate base of crumpled newspapers, skicks, boards, string, and tape, and apply the first two layers of papier-mache.

Days 3, 4, and 5

Materials

newspapers
buckets
wheat paste
water

Procedures

Students will use three dimensional forms to create unity, repetition and variation of shape, direction, and line. They will exaggerate facial features to create expressive effects and learn techniques of mixing paste and applying paper strips. Students, in small groups, will discuss ideas, characters, and plot for a skit. Each day, masks will be put into the sunshine to facilitate rapid drying.

Day 6

Materials

poster paints
brushes
mixing surface
water
paper towels

Procedures

Students will reexamine slides to see how patterns, color, direction and line were used by artists in other cultures. They will then be able to identify parallel lines, hatching, and texture and pattern. As they paint their masks, they will demonstrate a knowledge of analogous colors, and use line to create direction and pattern.

Day 7

Procedures

Students will adorn their masks with straw, fringe, tacks, nails, features, macrame, skirts; add fine detail to the painting of the

masks; and devise a means of fastening the masks to their heads. Students will plan and write out their skits.

Day 8

Procedures

Students will rehearse and give their skits. Along with the written script of the skit, students will display their masks.

Day 9

Procedures

Students will evaluate the total experience. They will relate the ethnic slides shown to their own creations and discuss the relation of the character expressed in the mask to the character expressed in the skit. Formal elements of line, shape, pattern, and texture will be described and analyzed. Other students' interpretations of the expressive meaning of the masks will be discussed. The interrelationship of the learning from this project and the next project will be described.

Interview Information
Eighth Grade Art

6. When planning instruction, are you able to take into account the differences in your students' abilities? If so, how?

I try to plan my instruction to give each student a chance to express himself creatively. My students have a multitude of intelligence levels, but this does not necessarily correlate at all with artistic ability. Some students will be able to produce masks that exhibit a great deal of talent. Others will be better at identifying, describing, and analyzing their final product or that of a fellow student.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you use information on your students' past performance in planning instruction?

Most of my students have had very little formal art instruction. However, we have practiced drawing human figures and facial features. Working with papier-mâché allows us to move from two dimensions to three dimensions. All of my students have the ability to create a mask out of papier-mâché.

Differentiated assignments

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned these different assignments?

I try to plan assignments that are compatible with both the ability level and interests of the students.

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*c. Why have you planned to use these different materials?

First of all, the materials I've chosen are essential for creating the end product of a mask. Secondly, and most importantly, they help my students in learning specific artistic concepts. They also help identify a student's strengths and weaknesses. For example, a student may not like working with papier mâché, but when it comes to painting the mask, he or she may exhibit a real talent for combining colors, using patterns, and understanding the relationship between direction and line.

Remedial or enrichment activities

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you use remedial or enrichment activities with your students?

I'm in the process right now of organizing an art club in the middle school. This would allow those students who are interested in art to get together and pursue activities which are outside the realm of the actual classroom.

7. When planning instruction, are you able to take into account your students' learning styles? If so, how?

Some of my students prefer to do research related to art as opposed to working with materials and creating a visual by-product. Still others seem to prefer the technical aspects, the theory behind a work of art. I try to plan my instruction so that each student's preference is met at some time or another during a particular unit.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*a. Why have you planned these different materials?

The materials are planned to key into the specific learning style of the student. Some students learn by seeing--they're visual learners. Others learn by doing--they're psychomotor learners. Still others might learn best by listening to me lecture or by listening to a tape or movie.

Different presentation methods

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned different methods of presenting the information to your students?

I think for the same reasons that I chose different materials. It helps me meet the individual's specific learning style. A few of my students would be content to work by themselves. Others need the encouragement, support, and group interaction involved in writing and presenting a skit to the class.

Options

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do students choose which way they may work on an assignment?

No, they're all expected to do pretty much the same thing. I've found that when I let the students choose the way they would like to work, they tend to choose those ways at which they are best. This tends to limit their scope, and I want them all to try new and different means.

d. How do you determine which resources and procedures to use with your students to meet their learning styles?

I think I ascertain this mostly from observing and working with each student on an individual basis. I also learn their likes and dislikes by discussing with them what parts of a unit they liked, what they disliked, and the reasons why they feel as they do.

8. When planning instruction, are you able to take into account the differences in your students' rates of learning? If so, how?

I try to maintain a certain amount of flexibility in my lesson plans. For example, I allowed several days in my plans for the actual construction of the papier-mâché masks. I also included a provision for breaking up into small groups and planning a skit revolving around the masks. Consequently, those students who finished their masks in two days could spend the third day preparing for the skit.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you allow students to work at their own pace some of the time?

Yes, I do.

If yes, ask: Could you give me an example?

I think the bulk of my classroom work is self-paced, within a general time constraint.

b. What kinds of provisions do you make for students who work more slowly than others?

I always allow all my students to come in before and after school, as well as during their free periods, to work on individual projects. Occasionally, I'll allow them to take work home with them if they don't have enough time to complete it during school hours.

Enrichment activities

Present, credit given _____
Present, clarify _____
Not present _____

*c. When students finish their work early, what do they do?

Usually my students don't finish early. If they do, I encourage them to help their fellow students or look through the art books I have on my desk. Of course, there's always cleaning up to be done.

Differentiated objectives

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do all learners have to master the same objectives?

Ideally, I'd like for all my learners to master each objective. Occasionally, I'll give my more gifted students supplemental objectives to work on.

9. How do you evaluate student progress?

I believe I use a number of methods. First of all, I look at how well each student mastered the unit objectives. I also like for my students to evaluate themselves. Depending on the activity, I sometimes have the students evaluate each other.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Pre-assessment

Present, credit given _____
Present, clarify _____
Not present _____

*a. How do you use the information you gather from your pre-assessment of the students?

I try to plan my units to extend and expand my learners' prior knowledge and previously acquired skills. For example, I would never teach painting unless I was sure my students had learned about color and drawing beforehand.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you evaluate your students throughout the unit?

I try to look at a number of different elements. I look at their enthusiasm and how they make use of the time they have. I'm also interested in their skill level--how much they've improved and the effort they've put forth in class.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you evaluate your students at the end of a unit of study?

Yes.

If so, how?

I look at each student's performance throughout the unit as well as his end product and try to judge what objectives have been mastered. My students are graded on a pass-fail basis.

Progress chart

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you keep track of individual progress on each objective?

Yes.

If so, how?

I expect all of my students to master each objective. I try to make mental notes as to which students have not mastered one or more of the objectives.

10. How do you let students know where they stand on their work in your class?

I try to walk around the room as my students are working and offer individual assistance. I also make comments to the students about the quality of their work and areas where they need improvement.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you help students identify areas in which they are having difficulty?

We have class discussions and I try to ask questions to make sure my students have grasped specific concepts. Most of my students come to me if they're having a problem in a specific area. I also talk to each student as I work with them on their individual projects.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. What do you do to help students assess their own progress during a unit of study?

I don't use formal progress checks as such. I think the students can tell how they're doing by the comments I make to them.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you give students information on how they do on the end-of-unit evaluations?

I don't give tests. However, I will tell a student, if he asks, whether he has passed or failed a unit.

d. Do you meet with students individually to discuss their problems?

Yes, I do.

If yes, could you give me an example?

I had one student who did nothing but sleep during my class. I learned that both his parents are professional artists and he feels so inadequate when he tries to express himself artistically. When he takes a project home, they tend to be extremely critical. Thus, his way of dealing with this was to do nothing but sleep.

11. Do you obtain information about your students' characteristics, background, or previous performance?

I always try to find out what type of art classes my students have had, whether anyone is taking or has taken private art lessons, and the overall student interest in the subject of art.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you gather information on the entire class?

The information I receive is dependent on how much the individual student wants to share with me.

If yes, ask:

b. How do you use this information to meet the needs of the class? Could you give me an example?

I plan my classes based on this information.

c. Do you ever use the cumulative folders to gather information on particular learner problems?

No, I generally don't have the time to look at cumulative folders.

If yes, ask:

d. How do you use this information to help the learner? Could you give me an example?

I feel that it would bias me so much if I looked at them.

12. Have you referred any of your learners to a specialist?

Yes, I have. I've referred children to the school counselor as well as to the Health Department or a private physician.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

If no problems, ask:	What problems have you looked for?
If no, ask:	Why have you not referred anyone?
If referrals made, ask:	Could you give me an example of a referral you have made?

I had one child who was so hyperactive that she was unable even to hold a paint brush without her hand shaking. I suspected drug use and referred her to the school counselor.

If example given, ask: Have you followed up on these referrals?

I spoke with the school counselor after she had talked with the child. She told me that this girl was taking diet pills to lose weight, and she was taking three pills a day to "lose weight in a hurry!" No wonder her hand was unsteady.

If no follow-up, stop.
If follow-up, ask: How have you used the information from the specialist to help the child in your class?

Well, I talked with this student after school and we shared ideas about effective ways to lose weight. I also listened to her frustrations about being overweight and tried to help build up her self-concept.

13. Have you met with parents or other teachers to determine how to work with specific learner problems?

I've called parents at home and seen several parents during open house. I've also talked with fellow teachers to get their ideas on techniques for effective behavior management.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever meet with other teachers to discuss particular students and their specific problems?

Yes.

If yes, ask: Could you give me an example?

I had one child who apparently suffered from a severe perceptual problem. I talked with several of his other teachers to see if they had noticed it in their classroom.

If example given, ask:

b. How do you use this information to help the child in your class?

When I realized that his problem was a real one, I tried to teach him things he could do to compensate for it in the classroom. Knowing that he had a legitimate problem certainly changed my attitude toward him.

c. Do you talk with parents about their children?

Yes, I try to.

If yes, ask: Could you give me an example?

I had one child who consistently cut my class and thought I would never notice. I felt it was my duty to make sure that his parents were aware of this behavior, so I called them.

d. Do you give parents advice on how they can help their children at home?

No.

If yes, ask: Could you give me an example?

I try not to give advice to parents. I'm not a parent myself, and I feel that anything I might say to them would lack credibility.

14. What type of information do you use to assess your own effectiveness in the classroom?

I usually look at the feedback my students give me, in addition to how well they are able to master the specific objectives.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you take into account your students' performance in assessing your effectiveness on an instructional unit?

Since I try to write objectives that each student is capable of achieving, their performance is central to judging my own effectiveness. If my students don't learn something, I usually believe it is a direct result of ineffective instruction on my part.

Learner questionnaires

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you use the information you gather from questionnaires to determine your effectiveness?

I don't use learner questionnaires.

c. Do you gather information on your effectiveness from peers or administrators?

Yes.

If yes, ask: Could you give me an example?

One of my friends teaches ninth grade art. She'll stop in once in a while and make suggestions on how I might change or improve my instruction.

d. Do you use checklists, audio recorders, or videotapes to determine your effectiveness?

No, I've never tried that. I don't believe we have a videorecorder in this particular school.

15. What sorts of revisions have you made in your teaching so far? What has been the basis for these revisions?

I think I've changed my overall outlook as to the purpose and function of art instruction in the middle school. I used to believe in specific techniques and the mastering of prerequisite objectives. I now believe that my function is to foster appreciation and enjoyment of the many different kinds of art forms.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever make changes during a lesson?

Yes.

If yes, ask: Could you give me an example?

We were discussing ancient art forms one day and one of my students brought up the King Tut exhibition. Although we hadn't planned to discuss it, we spent the remainder of the class talking about Egyptian art and that specific show.

b. After teaching a lesson, have you ever found it necessary to go back the next day and reteach it using different methods or materials?

Yes.

If yes, ask: Could you give me an example?

I'll never forget the time I tried to explain the difference between the terms *opaque*, *translucent*, and *transparent*. I hadn't brought in any examples, and all I got from my students were blank looks. The next day, with the help of several examples, I tried again and was much more successful.

c. Have you ever changed your plans for an upcoming unit because the techniques or methods used in a previous unit were ineffective?

No, I don't think I have.

If yes, ask: Could you give me an example?

d. Do you plan to make changes in any of your units when you teach them next year?

Yes.

If yes, ask: Could you give me an example?

As I indicated previously, I really think my whole emphasis has changed. The units I taught at the beginning of this year were very structured and actually allowed for very little creativity on the part of my students. Next year, I'm going to try to intersperse more fun activities to help demonstrate points I make during lecture presentations.

Eighth Grade Mathematics Plans

Group Description

1. Age range of group. Most of the students in this class are 13 and 14 years of age.
2. Ability range of group. This group would probably be considered a low achieving class. Some of the students in the class have been previously placed in EMR classes. We are presently working in a seventh grade math book.
3. Socioeconomic distribution. This class is composed mainly of lower to middle-class students. Most of their parents probably hold blue-collar type jobs.
4. Typical demeanor of students. The students in this class are moderately behaved. Some students have definite behavior problems. They tend to be loud on some occasions.
5. Typical interest and involvement of students. The interest and involvement of this class is fairly good. Almost all of the students in the class will attempt any particular subject.
6. Prior relevant material studied. Prior to this unit students have studied basic multiplication and division. They have also been exposed to place value, as well as addition and subtraction of decimals. Most recently we have studied fractions.

Lesson Plan

Monday	Tuesday	Wednesday	Thursday	Friday
pp. 103-106 Concept Placing decimal point in proper place Procedures Read page 103 and discuss. Work sample problems on board. Read and discuss page 105. Work sample problems on board. Assignment p. 104, #1-#20; p. 106, #1-#4. Begin in class and finish for homework. If students finish in class, have them assist classmates with questions.	pp.107-108 Concept Relationship between money and decimals Procedures Read page 107 and discuss. Work sample problems on board. Have students buy and sell articles with play money. Assignment p. 108, #1-#15 PEP RALLY	pp. 109-112 Concepts Multiplying by powers of 10; counting zeroes in the product Procedures Have students read page 109 silently. Answer any questions. Divide into groups of 5; work problems on pages 110 and 111 in groups. Assignment p. 112, #1-#30	p. 113, #1-#10 Concept Long division with decimals Procedures Give pop quiz. Review long division process in memory. Do two problems on board. Assignment p. 113, #1-#10	pp. 113-115 Review homework (exchange papers). Concepts Dividing whole number by a decimal; dividing a decimal by a whole number Procedures Read p. 113 in class. Orally answer questions #1-#50 on p. 114. Assignment p. 115, #1-#25

Evaluation: These five days will be successful if average grade is 80% or better.

Quiz

1. $\begin{array}{r} 342 \\ \times\ 8 \\ \hline \end{array}$

2. $\begin{array}{r} 191 \\ \times .06 \\ \hline \end{array}$

3. $\begin{array}{r} .458 \\ \times\ .92 \\ \hline \end{array}$

4. $8.9 \times 5.7 =$

5. $.83 \times 903 =$

6. $\begin{array}{r} .007 \\ \times\ .04 \\ \hline \end{array}$

7. $\begin{array}{r} .92 \\ \times\ .08 \\ \hline \end{array}$

8. $.008 \times .637 =$

9. $.004 \times 3.26 =$

10. $.0072 \times 4.98 =$

11. $.279 \times .148 =$

12. $10 \times 3.846 =$

13. $100 \times 6.25 =$

14. $10^2 \times 8.1 =$

15. $10{,}000 \times 3.42 =$

6. When planning instruction, are you able to take into account the differences in your students' abilities? If so, how?

Even though this is an eighth grade class, I use a seventh grade math book because so many of the children are low achievers. So, I have planned my instruction to meet the needs of most of the children.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you use information on your students' past performance in planning instruction?

When I was looking through the cumulative folders, I noticed that many of the students were below average. Some had even been in EMR classes before. Because they are so far behind other eighth graders, I decided that we should use a seventh grade text. This text meets their needs much better than does the standard text.

Differentiated assignments

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned these different assignments?

All students are required to complete the same assignments. That is very important in math because they have to learn the prerequisites before they can go to the next concept.

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*c. Why have you planned to use these different materials?

On Tuesday I have planned to use the text as usual, but to supplement the activity by giving them a "hands-on" experience with the play money. Some of the students need this concrete experience to give them some additional insight into the relationship between decimals and money.

Remedial or enrichment activities

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you use remedial or enrichment activities with your students?

Yes. If a student misses a problem, he has to go back and work on it until he gets it right. As for enrichment, what I usually do when a student finishes early is to have him assist some of the slower learners.

7. When planning instruction, are you able to take into account your students' learning styles? If so, how?

With a class of 25 students that is difficult to do. I guess I just try to present the information in several different ways.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*a. Why have you planned these different materials?

Most of the work for this class comes from the book. I don't use many additional materials, except for the play money.

Different presentation methods

Present, credit given _____
Present, clarify _____
Not present _____

Options

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned different methods of presenting the information to your students?

I feel like some students learn best by group discussion, others by small group work, and some learn best when they work alone. I try to vary my techniques from time to time to accomodate this. You can see where I did it on Wednesday.

*c. Do students choose which way they may work on an assignment?

Very rarely. They usually have to work all the problems I have assigned them.

d. How do you determine which resources and procedures to use with your students to meet their learning styles?

I just vary my approaches and hope that they meet the needs of the students.

8. When planning instruction, are you able to take into account the differences in your students' rates of learning?

This happens all the time in my class.

If so, how?

I try to plan the classwork so that all of the students have enough to do to keep them busy throughout the entire period. Sometimes though, a few of the students finish early and I get them to help the others, or else I allow them to work on their homework in other classes.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you allow students to work at their own pace some of the time?

Yes, I do.

If yes, ask: Could you give me an example?

That happens all of the time in this class. For example, on Thursday, the students will probably have 20 minutes to work on those 10 problems. It will take some of them five minutes and some won't finish. I rarely call time and make them hand in their papers.

b. What kinds of provisions do you make for students who work more slowly than others?

Some of the other students who have already finished help them or I go around to each of them and see if they need extra help.

Enrichment Activities

Present, credit given _____
Present, clarify _____
Not present _____

*c. When students finish their work early, what do they do?

They work on their homework for other classes, or they help some of their classmates who are having problems.

Differentiated objectives

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do all learners have to master the same objectives?

Yes. They all have to master the same objectives so that they can keep up with the class and the text.

9. How do you evaluate student progress?

I give weekly quizzes and then at the end of a unit I give a unit test.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Pre-assessment

Present, credit given _____
Present, clarify _____
Not present _____

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

Progress chart

Present, credit given _____
Present, clarify _____
Not present _____

*a. How do you use the information you gather from your pre-assessment of the students?

In math, a unit test can serve as a pre-assessment, because the skills are cumulative.

*b. How do you evaluate your students throughout the unit?

I use weekly quizzes to see how the students are doing in what we have covered that week.

*c. Do you evaluate your students at the end of a unit of study?

Yes, I do.

If so, how?

I give a test which covers the content of the unit we studied. The test is usually composed of problems like those on the quiz.

*d. Do you keep track of individual progress on each objective?

No. I just keep track of their grades on quizzes and tests.

If so, how?

I don't do that.

10. How do you let students know where they stand on their work in your class?

I give them back their quizzes and tests after I have graded them. We also go over homework papers.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you help students identify areas in which they are having difficulty?

While the students are doing their seatwork I go around the room to see how they are doing and answer their questions. I also help them during our discussions and by working sample problems on the board.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. What do you do to help students assess their own progress during a unit of study?

I give weekly quizzes like the one you see in my portfolio.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you give students information on how they do on the end-of-unit evaluations?

Yes. I always give them back their unit tests after I have graded them.

d. Do you meet with students individually to discuss their problems?

Yes, I do.

If yes, could you give me an example?

Yes. I go around the room while they are working and help them individually.

11. Do you obtain information about your students' characteristics, background, or previous performance?

This year during pre-planning week I looked at all of my students' cumulative folders so I could begin to plan my instruction.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you gather information on the entire class?

Yes, like I said, I looked at records of all the students that I teach.

If yes, ask:

b. How do you use this information to meet the needs of the class? Could you give me an example?

With this particular class I realized that all of the students were at least one grade level below where they should have been. That is why I use a seventh grade text.

c. Do you ever use the cumulative folders to gather information on particular learner problems?

No, I haven't done that yet. I do intend to for a couple of my problem students though.

If yes, ask:

d. How do you use this information to help the learner? Could you give me an example?

I am thinking that the records will give me a clue as to how I might best work with some of these students.

12. Have you referred any of your learners to a specialist?

No, I haven't done that. But there is one child that I have been thinking about referring. I just haven't gotten around to it yet.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

If no, ask: Why have you not referred anyone?

I have been so busy just trying to keep up with my preparations every day. That takes nearly all of my time.

If no problems, ask: What problems have you looked for?

I am most aware of the behavioral problems at this point. The child I am considering referring has a behavioral disorder, I think.

If referrals made, ask: Could you give me an example of a referral you have made?

I have not made any referrals. But the more I think about it, the more I believe I will refer the child I mentioned before to the school psychologist.

If example given, ask: How have you followed up on these referrals?

I'll talk to the school psychologist and see if she agrees with my diagnosis.

If no follow-up, stop.
If follow-up, ask: How have you used the information from the specialist to help the child in your class?

I will probably ask the school psychologist to help me figure out some way to work with the student.

13. Have you met with parents or other teachers to determine how to work with specific learner problems?

I have met with a couple of the children's teachers, but I have not met with any parents yet.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever meet with other teachers to discuss particular students and their specific problems?

Yes, I have.

If yes, ask: Could you give me an example?

I talked with Martha's science teacher the other day about her behavior. She is the child I might refer. The science teacher told me that he has the same problems. Sure made me feel better.

If example given, ask: b. How do you use this information to help the child in your class?

He suggested that I ignore her when she misbehaves and reward her when she behaves properly. I have tried it and she seems to be responding to it to some extent.

c. Do you talk with parents about their children?

No, I have not.

If yes, ask: Could you give me an example?

I haven't met with any parents yet, but I am sure I will before the year is over.

d. Do you give parents advice on how they can help their children at home?

No, I don't.

If yes, ask: Could you give me an example?

I feel like they know what they want their children to do at home and don't need my suggestions.

14. What type of information do you use to assess your own effectiveness in the classroom?

I look at how well the students do on their work and listen to how they feel about what we are doing.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you take into account your students' performance in assessing your effectiveness on an instructional unit?

If they don't do particularly well on a unit, I figure that I must not have done a very good job of teaching it. Then I try to find out what I did that didn't work.

Learner questionnaires

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you use the information you gather from questionnaires to determine your effectiveness?

I don't use questionnaires. I just listen to them as they talk among themselves.

c. Do you gather information on your effectiveness from peers or administrators?

Not yet, but I plan to.

If yes, ask: Could you give me an example?

I have been considering talking to another math teacher to get her to give me some pointers.

d. Do you use checklists, audio recorders, or videotapes to determine your effectiveness?

No, I don't.

15. What sorts of revisions have you made in your teaching so far? What has been the basis for these revisions?

I have had to reteach one unit because the students just didn't get it. And then I make changes sometimes during my lesson.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever make changes during a lesson?

Yes, I often do that.

If yes, ask: Could you give me an example?

Sometimes the students say, "Okay, we understand, go on." And I do go on into something else. No sense in having them go over something they already know.

b. After teaching a lesson, have you ever found it necessary to go back the next day and reteach it using different methods or materials?

No, I have not.

If yes, ask: Could you give me an example?

I haven't found it necessary.

c. Have you ever changed your plans for an upcoming unit because the techniques or methods used in a previous unit were ineffective?

No, I haven't.

If yes, ask: Could you give me an example?

I haven't found it necessary.

d. Do you plan to make changes in any of your units when you teach them next year?

Yes, I do.

If yes, ask: Could you give me an example?

I will teach the unit I have had to reteach already more like I did the second time around. I also plan to add a lot more materials and vary my procedures more next year. This year I'm just doing the basics. Next year I plan to be more creative and flexible.

Ninth Grade Science Plans

Group Description

1. Age range of group. The students are in the ninth grade.
2. Ability range of group. The students range in ability from low to high.
3. Socioeconomic distribution. The students are in a rural community, with 95% of them coming from lower-middle to middle class homes.
4. Typical demeanor of students. The students range from being shy to aggressive, polite to rowdy.
5. Typical interest and involvement of students. The students range from being not interested in school to being very involved in school and school activities.
6. Prior relevant material studied. We are beginning a new unit.

Lesson Plan

The Laws of Fluids

Day 1

Objectives:

I. Identify the following terms with their meanings. *turbine, displacement, buoyance, density, sea level, pressure, weight of a cubic foot of water, specific gravity, hydraulic machines,* and *manometer.*

II. Identify the following men with their work: August Piccard, Archimedes, David Bushnell, Blaise Pascal, Robert Fulton.

Teacher	Student
1. Write terms in objective #1 on the board.	2. Short class discussion of the areas involving fluids which affect their everyday lives.
3. Explanation of three pictures on pages 50-51.	
4. Show film *Properties of Liquids* (13 min., B and W).	5. Skim through the chapter. As student sees italicized word that is on the word list on the board, he is to: (a) write down page number, (b) write term, and (c) write definition.
	6. Read pp. 50-51. Write down name of each man in objective #2 and his main contribution to the laws of fluids.
7. Lead class discussion of men and terms.	

Homework assignment: For extra credit the student may write a one-page report on any of the men in objective #2, concentrating on their contribution to the laws of fluids.

Day 2

Objectives:

III. Describe the relationship between water pressure and its depth as shown by the manometer experiment.

IV. Explain an illustration (from among three used in class) which shows that pressure exerted upon a confined fluid is transmitted unchanged throughout the fluid.

Teacher	Student
1. Take up reports.	
2. Give diagnostic test to assess Day 1 objectives.	
3. Write specific remedial assignment on board.	
4. Demonstration on how to test water pressure.	5. As demonstration progresses, discuss questions: a. On what does water pressure depend? b. Would readings be different if you put a thistle tube in a larger jar at the same depth? c. Does the size of the container affect pressure? d. What is the effect of raising the level of water in a reservoir?
6. Lead class discussion on pressure of a confined fluid as shown in Figures 3-6, 3-7, and 3-8.	
	7. Review questions 1-5, pp. 54-55.

Day 3

Objectives

V. Identify the principles behind and the factors which affect the ways man has put the effect of gravity on water to work for himself.

VI. Explain how Archimedes' principle applies to a given example of a body placed in a liquid.

Teacher	Student
1. Give diagnostic test on Day 2 objectives.	
2. Write specific remedial assignment on board.	
3. Discuss questions 1-5, pp. 54-55.	
4. Lead class discussion on "putting water to work" using Figures 3-5, 3-3, and 3-4 as a springboard.	
	5. Student Activity: "Oil-Water," (p. 57).
	6. Student Activity: "Weight of Objects in Fluid" (p. 60).
	7. Clean-up.

Homework Assignment: Review questions 1-5, p. 57.

Day 4

Objective

VII. Explain how Archimedes' principle applies to a given example of a body placed in a liquid.

Teacher	Student
1. Discussion of student activities from the previous day.	1. Participate in discussion.
2. Demonstration (p. 59): Gas is lighter than air.	

3. Demonstration (p. 61): Objects lighter when submerged.

4. Demonstration (p. 62): Floating objects.

5. Give diagnostic test on Day 3.

5. Take diagnostic test.

6. Write specific remedial assignment on board.

Homework assignment: Review questions 1-5 (p. 63).

Day 5

Objectives:

VIII. Calculate the density of any object, given the mass and volume.

IX. Calculate the specific gravity of any object, given its mass and volume.

Teacher	Student
1. Demonstration (p. 64): Cartesian diver.	2. Student Activity (p. 67): "Submarine."
3. Lecture: Density and specific gravity.	
4. Work sample problems on density and specific gravity.	5. Practice problems on density and specific gravity.

Homework assignment: Review questions 1-5, p. 68.

Day 6

Teacher	Student
1. Review homework.	
2. Diagnostic test on Day 5 objectives.	
3. Write specific remedial assignment on board.	
4. Give individual help as needed.	4. Work: a. vocabulary (p. 69). b. unit review (p. 70).

c. questions (p. 70).
d. problems (p. 71).

Homework assignment: Study for summative test.

Day 7

Teacher	Student
1. Give summative test, Questions 1-8.	1. Take test.
2. Introduce new unit.	

Diagnostic Test 1

1. Match terms with definitions:

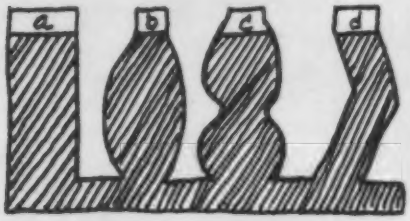
____ 1.	manometer	a.	device which operates due to the pressure of fluids
____ 2.	turbine	b.	density of substance divided by density of water
____ 3.	hydraulic machines	c.	force pushing up on object when placed in fluid
____ 4.	displacement	d.	device used to measure fluid pressure
____ 5.	specific gravity	e.	
____ 6.	pressure	f.	weight per unit volume of a substance
____ 7.	buoyancy	g.	64 pounds
____ 8.	weight of a cubic foot of water	h.	force acting on a unit area of surface
____ 9.	density	i.	device with rotating blade driven by the pressure of a fluid
____10.	sea level	j.	method of measuring volume of an object.

2. In one sentence describe the main contribution of each man to the laws of fluids.

   a. Robert Fulton
   b. August Piccard
   c. Archimedes
   d. David Bushnell
   e. Blaise Pascal

Diagnostic Test 2

1. In one paragraph describe the relationship between water pressure and its depth as shown by the manometer experiment.

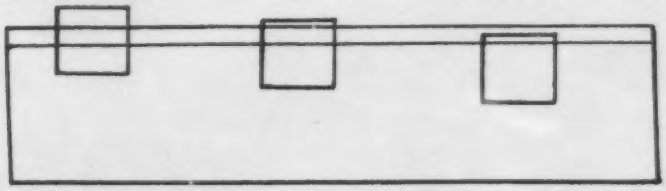
2. 

Compare the pressure at points a, b, c, and d. Why is your answer correct?

Diagnostic Test 3

1. Explain how gravity is used in the operation of the water wheel out at Berry Academy.

2. $0.12\ g/cm^3$ balsa wood $.24\ g/cm^3$ cork $.92\ g/cm^3$ ice



How does Archimedes' principle apply to each of the above?

Diagnostic Test 4

1. What is the density of an object that has a mass of 15 g and a volume of 2.5 cm^3?

2. What is the specific gravity of the object in #1?

Unit Test

1. Define the following terms:

   a. turbine
   b. displacement
   c. buoyancy
   d. pressure
   e. weight of a cubic foot of water
   f. manometer
   g. density
   h. sea level
   i. specific gravity
   j. hydraulic machines

2. Pick two of the following and write a paragraph telling what each contributed to science in the use of fluids.

   a. Robert Fulton
   b. Blaise Pascal
   c. David Bushnell
   d. August Piccard
   e. Archimedes

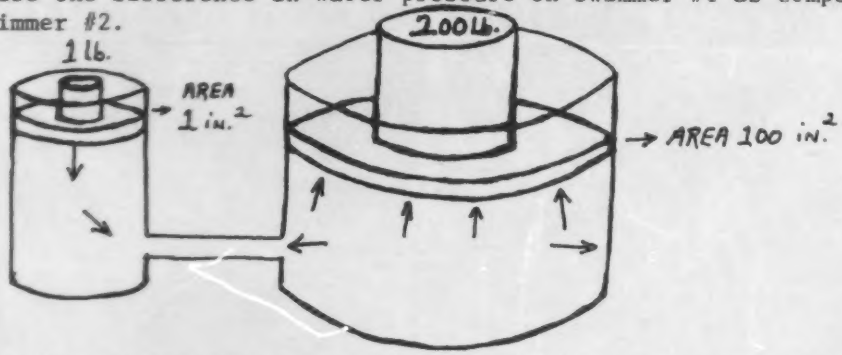
3.

   5 ft.

   10 ft.

   15 ft.

   Describe the difference in water pressure on Swimmer #1 as compared to Swimmer #2.

4. 

   Explain how this picture shows the transmission of pressure through a fluid and what it shows about the transmission.

5. How is gravity used in the operation of the dam at Lake Lanier?

6. How does Archimedes' principle apply to a 40,000-ton submarine as it floats on top of the ocean and as it lies on the ocean floor?

7. What is the density of an object which weighs 122 pounds and has a volume of 20 cubic feet?

8. What is the specific gravity of an object that has a volume of 21 cm^3 and a mass of 10.5 grams? (Density of water is 1 g/cm^3.)

Ninth Grade Social Studies Plans

Group Description

1. Age range of group. The students range in age from 13 to 14 years.
2. Ability range of group. Student IQ's range from 90 to 130. However, two of the students have IQ's which fall in the 70 to 90 range.
3. Socioeconomic distribution. These children are from upper-lower to lower-middle class. Most of their parents work for the local cotton mill, while a few are semiprofessionals.
4. Typical demeanor of students. This class is generally very good. However, there are a few behavior problems.
5. Typical interest and involvement of students. The class is very sports-oriented and has this class period after PE and lunch. Thus, they need constant motivation.
6. Prior relevant material studied. What they have had in prior study for this course is only the basic history, etc. that is required in elementary school.

Lesson Plan

Purpose of unit: To make students aware of their government and how it works.

Rationale: It is our civic duty to be able to understand how our government functions. It will help students become better citizens.

Day 1

Objectives:

1. Students will be able to define these words when the lesson is over: (a) *endanger*, (b) *welfare*, (c) *appropriated*, and (d) *acquitted*.

2. Students will be able to state in their own words why the writers of the Constitution provided for three separate branches of government.

3. Students will be able to show how each branch of the federal government checks the other two.

4. From an article given them, students will evaluate a recent example of a check on the power of one branch of the federal government by another. They will judge whether it is a good example of the need for checks.

Materials:

1. Textbook--*Civics*
2. Dictionary
3. Article on how branches of the federal government check each other
4. Filmstrip, projector, record player, and record
5. Pencil and paper
6. Teacher notes
7. Board and chalk.

Time	Procedures	Material
5 min.	1. Give rationale and purpose of lesson.	Teacher notes
10 min.	2. Show filmstrip, "Three Branches of Government."	Filmstrip, record, projector, player
15 min.	3. Have students read pp. 160-165 in text. (Read this to Tom and George.)	Textbook

10 min.	4. Have students define these words from the dictionary or the reading assignment: (a) *endanger*, (b) *welfare*, (c) *appropriated*, and (d) *acquitted*.	Chalk and board, Dictionary
10 min.	5. Write on board and have students copy: A. Reasons why writers of Constitution provided for three branches of government. B. How checks and balances work.	Notes, board
5 min.	6. Pass out article and assign homework essay to be turned in tomorrow.	Article

Day 2

Objectives:

1. Students will be able to define these words from memory as they refer to the lesson: (a) *intentions*, (b) *propose*, (c) *expanding*, (d) *senior*, and (e) *adoption*.
2. Students will be able to explain how the legislative branch of government works.
3. Students will write a paragraph on how the Senate is assured of being the senior and more experienced of the two houses of Congress.
4. Students will give examples of (a) non-legislative power and (b) elastic clause.
5. Students will go to the library during study hall and write a paper on their congressman.

Materials

1. Textbook
2. Pencil, paper, board, chalk
3. Handout.

Time	Procedures	Material
10 min.	1. Take up homework and give reason for studying today's lesson.	Teacher notes
25 min.	2. Read in textbook pp. 168-173.	Textbook

	3. After reading, write short essay on how Senate is assured of being...(objective 3).	Pencil and paper
10 min.	4. Give students handout with defined words on it. Discuss these and use them in sentences as they refer to lesson.	Handout
10 min.	5. Explain homework assignment.	

Day 3

Objectives

1. Students will watch a film *How Congress Does Its Work.*
2. Students will be able to answer from the film the following questions:
   a. What does the Constitution say about the organization of Congress?
   b. How do the political parties help Congress do its work?
   c. How do committees help Congress perform more efficiently?
3. Students will interpret political cartoon series and write what they feel they mean.

Materials

1. Film, projector
2. Handout
3. Series of political cartoons on posters.

Time	Procedures	Material
10 min.	1. Set stage for film. Give handout of questions for them to answer from film.	Handout
20 min.	2. Film *How Congress Does Its Work.*	Projector, film, etc.
10 min.	3. After film, give students a few minutes to answer the questions from the handout.	
15 min.	4. Put series of political cartoons in front of class and have students interpret and justify their interpretations in their own words.	

5. Take these up

Day 4 - The Executive Branch

Objectives

1. Students will be able to define these words: (a) *executive*, (b) *corps*, (c) *symbolizes*, (d) *initiated*, and (e) *nuclear*.

2. Students will be able to state in their own terms what the "clearest duty" of the President is.

3. Students will list the powers the President has in the legislative area.

4. Students will write an essay and judge whether there should be checks on the President's power.

Materials

1. Textbook
2. Teacher notes
3. Board, etc.

Time	Procedures	Materials
5 min.	1. Rationale.	Notes
15 min.	2. Lecture on the executive branch.	Teacher notes
10 min.	3. Pp. 183-186.	Textbook
10 min.	4. Define terms from book.	
10 min.	5. Have students start writing essays on President's powers.	Pencil and paper
5 min.	6. Tell students they are to turn in these essays tomorrow and they will have an examination over the past week's topics.	

Day 5

Exam

I. Vocabulary: Match the definitions in Column 2 with the key words in Column 1. Not all definitions given will be used.

Column 1	Column 2
____. endanger	1. set aside for special use
____. welfare	2. accept
____. acquitted	3. cause danger to
____. appropriated	4. declare not guilty
____. intentions	5. well being; health
____. senior	6. older
____. adoption	7. aims; purposes
____. propose	8. acceptance
____. expanding	9. growing, enlarging
____. executive	10. suggest; put forward
____. corps	11. begun; started
____. symbolizes	12. stands for; represents
____. nuclear	13. organized group
____. initiated	14. atomic power
	15. manager; one who carries out
	16. believes in

II. Short Answer: Answer each of the following in a sentence or two.

1. Why did the writers of the Constitution provide for three separate branches of government?
2. What are nonlegislative powers? Give examples.
3. Define *elastic clause*.
4. How do political parties help Congress do their work?
5. What does the Constitution say about the organization of Congress?
6. What powers does the President have in the legislative area?

III. Essay

Write an essay and briefly explain the three branches of the federal government and their functions as a body of power.

References Cited

Ball, Grant T. and Lee J. Rosch. *Civics.* Chicago: Follett Publishing Company, 1973.

Interview Information
Ninth Grade Social Studies

Ask questions on Indicators 1 - 5 as needed for clarification. Then ask questions on all descriptors which are not asterisked and descriptors which are asterisked if clarification is needed.

6. When planning instruction, are you able to take into account the differences in your students' abilities? If so, how?

Yes, I believe I do take this into account. All of my students have the ability to complete their assignments. However, the creative writer will probably write better essays then the student who has difficulty in this area. At the same time, the slower student should have no problem with looking up definitions for assigned words.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you use information on your students' past performance in planning instruction?

I think I indicated in my plans that I read the assigned textbook pages to two of my students. I'm aware of their reading problems and am prepared to offer them extra help.

Differentiated assignments

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned these different assignments?

I want all of my students to experience some success with their assignments. By giving different kinds of assignments, I am assured of this outcome.

Differentiated materials

Present, credit giv_____
Present, clarify _____
Not present _____

*c. Why have you planned to use these different materials?

For some students, simply reading the required pages of the text would be enough to assure that they had grasped specific concepts. But, other students need concepts reiterated several times before they can learn them. Thus, a film or a hand-out might support those readings, or vice-versa.

Remedial or enrichment activities

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you use remedial or enrichment activities with your students?

Yes, for students who are interested I have planned a field trip to the State Capitol in Atlanta.

7. When planning instruction, are you able to take into account your students' learning styles? If so, how?

Yes, I always try to have materials for the visual learner as well as those students who learn better through their auditory channels. For example, a film will combine both of these modes and should appeal to nearly all the students in my class.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*a. Why have you planned these different materials?

My poor readers have difficulty when given only printed material. So, I supplement my lessons with films, cartoons, tapes, etc.

Different presentation methods

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned different methods of presenting the information to your students?

I think a variety of methods sustains interest in the topic, as well as providing different modes geared to individual learner needs.

Options

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do students choose which way they may work on an assignment?

No, not on a specific assignment, per se. However, I try to include a variety of options for the students throughout the unit.

d. How do you determine which resources and procedures to use with your students to meet their learning styles?

I can usually tell after I've worked with my students for several weeks which particular learning style they prefer. For example, some of my students have difficulty in writing their essays but do a fantastic job in verbally explaining their ideas to the rest of the class.

8. When planning instruction, are you able to take into account the differences in your students' rates of learning? If so, how?

A great deal of the work my students are assigned is homework that is to be done overnight. This allows each student to work at his or her own speed.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you allow students to work at their own pace some of the time?

Yes, I do.

If yes, ask: Could you give me an example?

They respond at their own pace during classwork as well as homework.

b. What kinds of provisions do you make for students who work more slowly than others?

Those students who have difficulty completing their classwork in the required time are allowed to take it home and turn it in the following day.

Enrichment Activities

Present, credit given _____
Present, clarify _____
Not present _____

*c. When students finish their work early, what do they do?

They can begin their homework assignment, study for an upcoming test, or pursue an activity of their own choice--as long as they don't disturb the others in the class.

Differentiated objectives

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do all learners have to master the same objectives?

Perhaps I'm being idealistic, but I expect all my students to master each objective in a particular unit.

9. How do you evaluate student progress?

I use their classwork grades, homework grades, and unit test grades to arrive at a total unit grade.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Pre-assessment

Present, credit given _____
Present, clarify _____
Not present _____

*a. How do you use the information you gather from your pre-assessment of the students?

I know that all my students have had only basic history courses in elementary school. Therefore, I assume that no student in the class has previously mastered any of my unit objectives.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you evaluate your students throughout the unit?

I look at homework grades, classwork completed, and participation by each student during discussions, debates, etc.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you evaluate your students at the end of a unit of study?

Yes, I do.

If so, how?

I believe I included a copy of my end-of-unit test in the materials I gave you.

Progress chart

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you keep track of individual progress on each objective?

In a way I do.

If so, how?

If you mean in a formal sense, no I don't. However, I can easily ascertain which objectives were met by each student by reviewing his or her performance on the unit test.

10. How do you let students know where they stand on their work in your class?

First of all, each student's homework and classroom assignments are graded and returned prior to the end of the unit.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you help students identify areas in which they are having difficulty?

I always make comments on homework and classwork to indicate an area where a student needs to focus extra attention. I also try to make suggestions on how they can help themselves.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. What do you do to help students assess their own progress during a unit of study?

I give them feedback on classwork and homework. Also, during class I make verbal comments directed at a particular student or group of students.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you give students information on how they do on the end-of-unit evaluations?

I always try to return tests promptly. For those students who have failed, I ask them to see me so we can discuss remediation procedures.

d. Do you meet with students individually to discuss their problems?

Yes, I do.

If yes, ask, could you give me an example?

One of my students who had made good grades on his previous units failed the last test I gave. I knew immediately that something was wrong as this behavior was so atypical of him. I asked him to meet with me after school--at his own convenience. We talked and I found out that his father had recently lost his job. He just could not concentrate on his schoolwork--his mind was at home with his family.

11. Do you obtain information about your students' characteristics, background, or previous performance?

Prior to the beginning of the school year, I review each student's cumulative record. I make notes on relevant family background, medical history, and past performance in areas related to social studies.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you gather information on the entire class?

Yes. I try to look at every student's cumulative folder.

If yes, ask:

b. How do you use this information to meet the needs of the class? Could you give me an example?

None of my students has ever had a creative writing class. Many of their folders contained examples of prior handwritten material. I was shocked by the inability to express a complete thought, use correct punctuation, etc. Consequently, I decided that I would try to include multiple opportunities for them to express themselves in writing in my class.

c. Do you ever use the cumulative folders to gather information on particular learner problems?

Yes, I believe so.

If yes, ask:

d. How do you use this information to help the learner? Could you give me an example?

I learned from two of my student's folders that they had been in remedial reading for the past several years. Also, their standardized test results revealed a real deficiency in this area. Thus, I give them extra assistance by reading materials to them--and using peer tutoring within the class.

12. Have you referred any of your learners to a specialist?

Yes. I've referred several students to the school psychologist for evaluations.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

If no, ask: Why have you not referred anyone?

If no problems, ask: What problems have you looked for?

If referrals made, ask: Could you give me an example of a referral you have made?

Yes. One student in my class was totally withdrawn. I became disturbed because she never interacted with any of her fellow students and just stared at me when I asked her a question. I referred her to the school psychologist for testing.

If example given, ask: How have you followed up on these referrals?

Yes, I have. I met with the psychologist as well as the student's parents during a recent staffing.

If no follow-up, stop.
If follow-up, ask: How have you used the information from the specialist to help the child in your class?

Yes. I found out that she had a mild hearing loss. In addition, she was presently taking seizure medication. The psychologist suggested I place her in the front of the room. Also, I asked two of my more verbal students to sit next to her and try to include her in their conversations. I also ask her occasionally if she remembered to take her pills.

13. Have you met with parents or other teachers to determine how to work with specific learner problems?

Yes. All the ninth grade teachers in our school have a weekly meeting to discuss curriculum, particular students, etc.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever meet with other teachers to discuss particular students and their specific problems?

Yes.

If yes, ask: Could you give me an example?

I've met with the Title I Reading Instructor on several occasions to discuss students of mine that she helps.

If example given, ask:

b. How do you use this information to help the child in your class?

She suggested that I tape parts of my textbook. This way, those students who aren't able to read the required text can listen to it in class or during study hall. They can even check the cassette out and take it home with them to listen.

c. Do you talk with parents about their children?

Sometimes, I do.

If yes, ask: Could you give me an example?

I have called parents at home and at work. I have also met with parents after school or during staffings.

d. Do you give parents advice on how they can help their children at home?

I try to.

If yes, ask: Could you give me an example?

I recommend to parents that they encourage their children to read. It doesn't even have to be educational material. I ask them to buy magazines that interest their children, take them to the library, discuss newspaper articles, etc.

14. What type of information do you use to assess your own effectiveness in the classroom?

I generally look at the performance of my students. If they are able to master the required objectives, I assume that my instruction has been effective.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Learner questionnaires

Present, credit given _____
Present, clarify _____
Not present _____

a. How do you take into account your students' performance in assessing your effectiveness on an instructional unit?

I review my students' grades for a particular unit. If there are a number of failures, I generally assume that my instruction has been ineffective.

*b. How do you use the information you gather from questionnaires to determine your effectiveness?

I don't use formal questionnaires with my students. However, at the end of the semester, I do plan to ask them which units they enjoyed and which units they would like to see omitted.

c. Do you gather information on your effectiveness from peers or administrators?

Yes, I try to.

If yes, ask: Could you give me an example?

One of my peer teachers has observed me several times this year. I find her comments and critiques to be extremely helpful.

d. Do you use checklists, audio recorders, or videotapes to determine your effectiveness?

No, I've never tried that. I'd like to do that sometime in the future.

15. What sorts of revisions have you made in your teaching so far? What has been the basis for these revisions?

I think that I try to involve my students more than I originally did at the beginning of the year. I began to notice increasing boredom and decided that more class participation could help alleviate this.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever make changes during a lesson?

Yes, I do.

If yes, ask: Could you give me an example?

Several times students have brought up related current events. I've departed from the day's planned lesson and discussed the impact of that particular event on the government or on our lives.

b. After teaching a lesson, have you ever found it necessary to go back the next day and reteach it using different methods or materials?

Yes, I have.

If yes, ask: Could you give me an example?

The first time I tried to teach the Electoral College, I lectured on the topic. My students got totally lost. It was necessary to go back the next day--with graphs, charts, and examples--and reteach the entire concept.

c. Have you ever changed your plans for an upcoming unit because the techniques or methods used in a previous unit were ineffective?

Yes, I have.

If yes, ask: Could you give me an example?

In one particular unit, I had the students break up into small groups and do group presentations to the class. It totally bombed. The only students who learned anything were the leaders of the groups. I decided to omit this method in a succeeding unit of study.

d. Do you plan to make changes in any of your units when you teach them next year?

Yes, I do.

If yes, ask: Could you give me an example?

When I teach the unit on local government, I plan to ask the mayor or members of the city council to come speak to the class. I also plan to take more field trips--if funds are available.

Decisions Simulation: Eighth Grade Language Arts Plans

Group Description

1. Age range of group. (No information was available on this topic.)
2. Ability range of group. The class consists of children of varying abilities. For many skills activities the class is separated into three ability groups--low, medium, and advanced.
3. Socioeconomic distribution. The socioeconomic status is exceedingly poor. Most students are of low-income white and black families, a great majority from rural areas.
4. Typical demeanor of students. The class for which these plans were formulated contains a wide variety of students who work quite well as a large group. There are no serious discipline problems, which makes the class relatively easy to teach. The atmosphere of the classroom is open and friendly, as well as productive.
5. Typical interest and involvement of students. The students are easily motivated and willing to participate in class discussion and activities.
6. Prior relevant material studied. Prior to this unit, the students were involved in a study of the various forms of media, particularly television and magazines. These plans are designed to carry over the emphasis from the media unit into a study of the shades of meaning in words chosen by speakers and writers. There is still an emphasis on popular media in the unit. Activities require the student to look at a specific aspect of media, at the same time analyzing his own feelings about words and word choice.

Lesson Plan

Objectives:

These plans are designed:

... to introduce the student to the concept that words can convey the emotions, prejudices, and thoughts of the writer;

... to provide students with an opportunity to experiment with word choice, thereby allowing them to explore their own reactions to particular words;

... to generally explore word choice by the media and politicians.

Day 1

As an opening activity, the poem, "Semantics," is read to the class and discussed. Copies are provided for each student. Using Transparency #1, students are allowed to discuss the differences between the sentences. Possible questions to elicit discussion might include these:

1. Where would you expect to read or hear these statements?
2. Of the two opposing statements, which one reveals the writer's feelings or the issue he favors?
3. Could these statements be worded in other ways?

Students are introduced to the general meaning of the word "connotation" at this point.

Day 2

Using the lists below, discuss generally the use of animal names, growing things, and colors to describe people.

Animal Words		Growing Things	Colors
fox	beaver	peach	yellow
tiger	wolf	banana	green
cat		plum	white
rat		egg	red
kitten		nut	purple
worm		lemon	blue
deer		potato	
moose		pea	
goose		violet	
lamb		pansy	
sheep		apple	
monkey			
pig			

Possible discussion questions:

1. What characteristics of the animals could be attributed to people?

2. What qualities do the growing things have which could be attributed to a person?

3. How do you think certain colors came to represent certain feelings?

Divide the class into small groups. Give each group a 3" x 5" index card with an animal name, a color, and a growing thing printed on it. Each group is responsible for discussing the use of the word and for answering the following questions about each word:

1. How have you heard this word used in describing a person?

2. Would you like to be referred to with this word?

3. What are some other meanings of the word?

*Choose words which have not been discussed in class before. These words might be a little more difficult so the groups may work with any resources available--dictionaries, a thesaurus, etc.

Tell students to bring their favorite magazine advertisement for use in class on Day 3. If they do not have access to any magazines, they will be provided.

Day 3

Discuss the choice of brand names with the class. Categories include perfumes, shoes, clothes, foods, cleaners, and any others the students might think of. Transparency #2 can be used to elicit discussion. Possible discussion questions might include:

1. What names are connected to the promise the advertisers make?

2. How are foreign words used--which category seems to use these types of names more?

3. How are the names of famous people used in naming products?

Examine advertisements in magazines using the sample ads included. Look at word choice, and make a list of words commonly used in advertising which have favorable connotations.

Ask students to examine their example of their favorite magazine advertisement and explain why they are attracted to that particular layout and choice of words.

Before the class period ends, introduce the students to the choice of activities for the final evaluation. These might be presented on a handout so that students can have time to decide on their own. Ability levels will be taken into consideration in evaluating overall performance. Students may also have the option of making up their own activity with teacher aid.

Ask students to bring a newspaper headline to class tomorrow. Copies of old newspapers might be provided to those who do not have access to a daily paper. Encourage them to look through the newspaper for unusual headlines.

Transparency #2

Brand Names

Perfumes	Cleaners	Bath Soaps
Youth Dew	Mr. Clean	Dove
Jungle Gardenia	Comet	Safeguard
Shalimar	Fantastik	Ivory
Jontue	Formula 409	Tone
White Shoulders	Lysol	Dial
Charlie		Lava
Babe		
Masumi		

Men's Cologne	Shoes	Clothes
Hai Karate	Hush Puppies	Levi
Brut	Earth Shoes	Wrangler
Jade East	Easy Street	Time and Place
English Leather	Adidas	H.I.S.
British Sterling		Villager
Old Spice		Johnny Carson

Day 4

Have students examine their news headlines. Have several on hand for use. Work with rewording the headlines to show whose side is favored by the writer:

Examples:

REPUBLICANS BLOCK TAX CUT
REPUBLICANS SUCCEED IN HOLDING TAX LINE
CONGRESS DEFEATS TAX SLASH

CARTER -- THE NARROW VICTORY
FORD CONCEDES
CARTER IS VICTORIOUS

Using the sample headlines brought by students, divide the class into

groups of four or five giving each group a headline at random. Have the groups reword the headlines to show the writer's feelings from different points of view.

Examples:

DEMOCRATS PROMISE ECONOMY BOOST
WAR WITH VIETNAM ENDED
NIXON RESIGNS
PATTY HEARST OUT ON BOND

**Remind students of the activities scheduled for the final day. They are to bring any materials to class, prepared to present the work in class on that day.

Day 5

This day will be devoted to allowing each student to present his final evaluation activity. The class may be divided into small groups to allow for exchange and interaction. Each group could then select two or three of the completed activities to present to the entire class. Time limit will determine how many presentations can be completed. All students who so desire should be allowed to show their work to the class, even if this requires carry-over into another day.

Activities for Final Evaluation:

Give students the following list of activities and ask them to choose one. They are given the option of deciding on their own activity if these are not suitable to their needs or interests. The activities cover a wide range of ability levels. Each individual student's abilities will be taken into account before any grades are assigned. In addition to the final evaluation activity, each student's interaction in class during the preceding days will be used to determine if performance is satisfactory or unsatisfactory. No letter or number grades will be assigned--S will indicate satisfactory performance and U will indicate unsatisfactory performance. (This particular class is accustomed to this type of grading scale.)

1. Write a descriptive paragraph of someone you like. Be prepared to discuss the choice of words you used in describing the person.

2. Write a paragraph attempting to persuade someone to vote for the candidate of your choice in a presidential election. Be prepared to discuss the words chosen to describe the person.

3. Collect two news articles and list the words and phrases used to describe what is happening. Can you tell how the writer feels about the subject? How?

4. Collect a list of five book titles which show how the author feels about the topic of the book. What does the title of each book imply about the topic?

5. Collect magazine advertisements which rely on favorable connotations to persuade the reader that a product is better. Briefly explain what you feel are the strengths and weaknesses of the advertisement.

6. Collect news articles on the same topic which are written from opposing viewpoints. Make a list of contrasting words and phrases used in each article to try to persuade the reader to agree with that particular view of the topic. Be prepared to discuss the articles.

References Cited

Wright, Celeste Turner. Semantics. In Alan Swallow (Ed.), *American writing*. Bruce Humphries, 1944.

CHAPTER TWO:

PLANS FOR USE WITH THE *CLASSROOM PROCEDURES* AND *INTERPERSONAL SKILLS INSTRUMENTS*

Using the Plans

The lesson plans included in this chapter were designed for use in training activities with the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*. All of these plans are accompanied by a videotape of a teacher's classroom performance of the activities described in the plans. Varying in length from one to five days, the plans provide background information on what the teacher intends to accomplish in the videotaped lesson which is to be viewed. Each plan was prepared by the teacher who is actually conducting the lesson. In addition to the plan itself, the teacher prepared a brief description of the group of children for whom the plans were intended. None of the plans in this chapter were developed as exemplary models, nor are they considered ideal plans in their respective subject areas.

Chapter Three of the manual, *A Handbook of Training Activities*, describes the activities for which the plans included in this chapter are to be used. These activities were designed to assist trainees as they practice rating teachers on the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*.

Kindergarten Plans

Group Description

1. Age range of group. The children range in age from 5 to 6 years.
2. Ability range of group. Ability levels range from the majority being slightly above normal expectations for this age group to about 1/5 of the group falling slightly below expected norms.
3. Socioeconomic distribution. Three-fourths of the children are from the university community and 1/4 are from the federal housing projects.
4. Typical demeanor of students. (No information was available on this topic.)
5. Typical interest and involvement of students. Typically, the children are very active and curious. They have been encouraged to ask questions and seek their own answers with guidance from adults, when necessary. Recently, the activity level has increased markedly--possibly with the realization that the end of the year is near.
6. Prior relevant material studied. The kindergarten is developmental in nature; each child is approached on his own level and expectations are expressed for individuals rather than for the total group. We alternate between group and individual activities where the children are encouraged to make their own choices. The room is set up with many learning centers, some of which are permanent and others of which change weekly or daily.

Lesson Plan

8:00-8:15 a.m. Circle Time

1. Identify helpers for the day.
2. Leader shares.
3. Do calendar, pointing out important days.
4. Read story--"Doctors and Nurses, What They Do."
5. Elicit ideas for rules we'll observe on field trip to hospital.
6. Point out interest centers for children to choose from during free choice.

8:15-9:30 a.m. Free Choice--Interest Concerns

1. Art Area--easel painting, modeling clay.
2. Workbench.
3. Table Toys--children have choice of all table toys, though some have been set out to emphasize selected skills, e.g., Card Game, Patchwork Game, Bean Bag Toss--this activity will be guided by teacher.
4. Housekeeping Area--special equipment includes doctor's outfit and stethoscope.
5. Block Corner--special additions include large pattern cards for matching/duplicating with blocks.
6. Listening Center--story record of "Mickey Mouse and the Brave Little Tailor."

Interest Centers--General Objectives

1. Art Area
   a. Easel Painting
      - to promote creative expression

- to identify colors and color combinations that form new colors

- to practice rudimentary math skills (i.e., counting, making shapes, comparing sizes, etc.)

2. Workbench

- to develop eye-hand coordination through working with hammer, saw, screwdriver

- to develop creative expression using a three-dimensional media

- to practice social skills by sharing tools

3. Table Toys

a. Card Game

- to identify numerals on card drawn

- to demonstrate meaning of numeral by counting out cubes to correspond with numeral drawn or placing cubes back if numeral drawn is less than number of cubes

- to practice taking turns

b. Patchwork Game

- to promote visual and tactile discrimination by matching patches drawn to patches on playing board

- to develop concepts of further/farthest, beginning/end, first/last, etc.

- to practice taking turns

c. Bean Bag Toss

- to develop recognition of letters of the alphabet

- to associate a letter with its sound

- to extend vocabulary by thinking of words that begin with each letter sound

- to promote social interaction skills by taking turns

d. General Table Toys

- to develop eye-hand coordination
- to develop fine motor skills
- to provide opportunity for social interaction in a cooperative play situation
- to develop counting, measuring, and simple comparison skills

4. Housekeeping

- to provide opportunity for dramatic play
- to provide opportunities for trying out different roles
- to practice social interaction skills
- to practice rudimentary math skills (counting, comparing, one-to-one correspondence, enumerating, classifying, etc.)

5. Blocks

- to develop gross and fine motor skills
- to practice rudimentary math skills (matching shapes, comparing, one-to-one correspondence, balancing, predicting, enumerating, classifying, etc.)
- to promote language development

6. Listening Center

- to promote purposeful listening
- to sharpen auditory discrimination
- to promote development of recall and memory

References Cited

Greene Carla. *Doctors and nurses: What they do.* New York: Harper & Row, 1963, 1-64.

Mickey Mouse and the brave little sailor. Berkley, CA: Walt Disney Productions, Western Publishing Co., 1970.

Primary Plans

Group Description

1. Age range of group. The children range in age from 6 to 9 years.
2. Ability range of group. The children's abilities range from pre-primer or readiness to just above grade level. Some cannot read and some (second graders) are reading on the third grade level.
3. Socioeconomic distribution. Approximately half come from the University community and half from project housing.
4. Typical demeanor of students. Most of the students are just typical children. One, however, is classified as EMR and, at times, cries uncontrollably. Another frequently enjoys "picking on" the other children.
5. Typical interest and involvement of students. All the children are especially interested in animals. Some do have special interests such as collecting rocks, horses, and toy cars. Some are involved in such things as GA's, Girl Scouts, football, and swimming.
6. Prior relevant material studied. For Groups One and Three, all levels up to this point in the Holt reading system have been completed. Group Two has completed two levels and worked considerably on beginning consonant sounds.

Lesson Plan

Objectives	Procedures	Time	Materials
	Group 1		
1. Describe specific emotions or feelings by using the whole body.	1. Have children stand up and spread out, then use entire body to express a definite feeling.	5 min.	
2. Children will identify vocabulary words with 100% accuracy.	2. Have children read sentences on a chart and fill in the blanks with the correct word.	7 min.	Chart paper
3. Children will read "How to Keep Your Little Brother from Playing with the New Toy You Just Finished Making All by Yourself" silently and prepare to discuss on the following day.	3. To prepare children for reading silently, have them role-play a situation where a younger child wants to play with a toy which his older brother has. Two children will role-play at one time.	8 min.	Everttts, Hunt, and Weiss. *Never give up* (Level 11, The Holt Basic Reading System). New York: Holt, Rinehart and Winston, Inc., 1973. 52-56. Child's toy for role-playing.
	Group 2		
1. Children will identify 30 initial consonant sounds of 30 picture cards with 80% accuracy.	1. Have children, one at a time, look at a picture, identify the name of the picture, and say what consonant it begins with.	7 min.	Pictures
2. Children will match word card to correct picture card with 80% accuracy.	2. Each child will be given 10 picture cards and 10 word cards. Then they will put the words with corresponding pictures.	8 min.	Picture cards Word cards

Objectives	Procedures	Time	Materials
	Group 3		
1. Children will guess answers to two riddles.	1. Ask children two riddles to prepare them for reading the story.	5 min.	
2. Children will read vocabulary words with 100% accuracy.	2. Identify vocabulary words on cards. Ask children to tell how many syllables in *Grandma* and *found*, to name more words that start like *wear*, and to list rhyming words for *plant*, *found*, and *pot*.	5 min.	Word cards
	3. Have children read sentences containing vocabulary words on chart.	5 min.	Chart paper Chalkboard
3. Children will read "Belinda's Hat" silently and show comprehension of story through discussion.	4. Directed reading lesson. Use questions in teacher's guide.	10 min.	Everttts, Hunt, and Weiss. *A time for friends* (Level 8, The Holt Basic Reading System). New York: Holt, Rinehart and Winston, Inc., 1973. 115-120.

Sixth Grade Social Science Plans

Group Description

1. Age range of group. The students range in age from 11 to 13 years.
2. Ability range of group. The reading levels in this class range from 11.9 to 1.8 on the Comprehensive Test of Basic Skills given in March.
3. Socioeconomic distribution. The socioeconomic status of this class is approximately 1/3 from the university community, 1/3 from other middle- to lower-middle-class families, and 1/3 bussed to this school from the inner city.
4. Typical demeanor of students. (No information was available on this topic.)
5. Typical interest and involvement of students. Almost without exception, the students in this class are interested and eager to learn. By using appropriate activities, learning centers, films, filmstrips, tapes, and assignments, this interest level is maintained.
6. Prior relevant material studied. The students are presently studying a geography unit. The test is concept- versus fact-oriented. Students have been taught map skills, the concepts of physical and cultural boundaries as they affect man's behavior, and the concepts of airspace and territorial waters. They have even looked across the Berlin Wall through their text, a *Junior Scholastic*, and a good film. Earlier this week they had a guest speaker from East Germany. The highly motivated students are making their own atlas. The others

have been assigned different levels of map work. The lower-level students will be listening to a tape and seeing a filmstrip today to reinforce some map skills that they should master in this unit.

Lesson Plan

Objectives

1. Students will have a complete understanding of the concept *conflict*.
2. Students will be able to state in their own words a definition for the word *conflict*.
3. Students will be able to relate the concept of conflict with the social studies unit presently under study--Changing Boundaries.
4. Students will be able to reason out conflicts and be able to find solutions for conflict situations.

Daily Concept: Conflict

I. Introduction: (short review)

A. Nations change their boundaries through conflict

B. Reasons for national and international conflict

1. Territory

a. wealthy lands
b. religious territory

2. Power and Glory

a. Adolf Hitler

3. Political beliefs

a. Russia's spread of communism

4. Freedom and human rights

a. Countries fighting for independence from mother country

5. Self-Defense

a. Nations are likely to fight if they are attacked

II. What is Conflict? (*J.S.* article)

A. Students will act out play

B. Hold a short discussion on the kinds of conflict demonstrated in the play

C. Students will state their own definition of conflict (using the following list of words to form their definition)

1. people
2. having different goals
3. ideas
4. wanting the same land
5. resources
6. power
7. things
8. becoming opponents
9. enemies

D. Students will discuss the following questions

1. Do you feel conflict is very common in our lives?
2. Is a certain amount of conflict natural and normal?
3. Can conflict ever be useful?
   a. leads to new ideas
   b. changes for the better
   c. leads to mutual understanding
4. What would the world be like if there were never any conflict at all?

III. Role Play: Battleground (*U.S.*)

A. Students will role-play the conflict in *Junior Scholastic*

B. Students will discuss ways in which the conflict can be settled

IV. Group Work: Settling Conflicts

A. Pass out group conflict sheets (5 groups)

B. Each group will discuss the conflict involved and try to come to a solution

C. A leader from each group will briefly discuss his group's decision in front of the whole class

References Cited

Junior Scholastic, March 26, 1973.

Seventh Grade Mathematics Plans

Group Description

1. Age range of group. The students are 12 years old.
2. Ability range of group. These students scored above grade level on the CTBS math test taken in sixth grade. Scores range from 7.1 to 12.9 (grade equivalence).
3. Socioeconomic distribution. (No information was available on this topic.)
4. Typical demeanor of students. (No information was available on this topic.)
5. Typical interest and involvement of students. (No information was available on this topic.)
6. Prior relevant material studied. (No information was available on this topic.)

Lesson Plan

Objective: Write probability fractions after listing all the equally likely outcomes.

Preliminary Activities:

Review definition of probability

a. A number tells how likely something or a certain event is to occur.

b. $\frac{\text{Favorable outcomes}}{\text{Total possible outcomes}}$.

Ask questions about last page covered Friday as a review (p. 328).

1. On rolling a die what is the probability that the roll results in a number greater than 6? (0)

2. On picking a card, what is the probability of getting a number greater than 1? (1) or (9/9)

The following questions are an extension of what the book covered. The book only covered the positive side of a probability. These questions will cover what I called the negative side of the same probability.

a. Probability the wheel will not stop on gold or green (5/8).

b. The die will not show a five or six (4/6).

c. The card will not show 4 (8/9).

d. The dime will not show head (1/2).

e. Can a probability ever be greater than 1? Why or why not?

Lesson plan for objective:

Have three circles to discuss all the possible outcomes of the toss of three coins and list. Use students to represent nickel, dime, and quarter to show all the possible flips. Discuss possible probabilities.

Next, show the possible combination of a toss of a die and a coin and list.

Also show all the possible combinations of picking marbles from two different jars and list.

Discuss probability of certain outcomes on each of the preceding activities.

Assign 1-7 on p. 332 for in-class work (5 min.). Check work.

Additional Activities:

These questions are an extension of the exercises just completed in class. Give probability of getting:

1. A head and a number greater than one (5/12).
2. A multiple of 3 and a tail.
3. A head and a non-prime number (3/12).

(Ex. 3) 4. Two marbles not the same color (3/9).

5. Two marbles the same color (6/9).

(Ex. 6) 6. Two numbers whose sum is even (18/36).

7. Two numbers whose sum is a prime number (15/36).
8. A one or a six on one or both of the dice (20/26).
9. Two numbers whose sum is greater than 2.
10. Two numbers whose product is 12 (4/36).

Objective 2: (If time permits)

Write probability fractions after making a tree diagram to find the total number of possible outcomes.

Preliminary Activity:

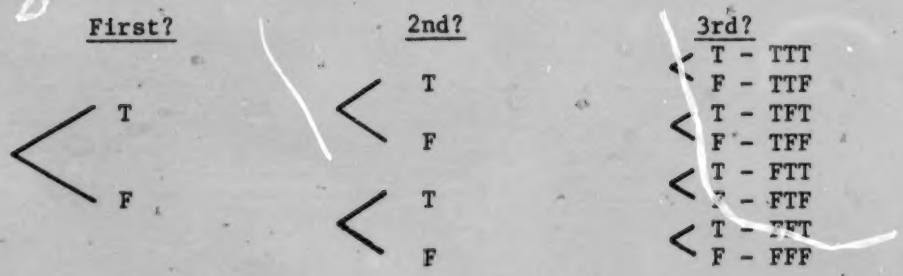
Have students take a piece of paper and answer the following questions true or false:

1. The won is a monetary unit in Daehan-Minkuk (True).
2. Columbus Delano was made U.S. Secretary of the Interior in 1870 (True).
3. In Egypt, a pie is 23.83 inches (False).

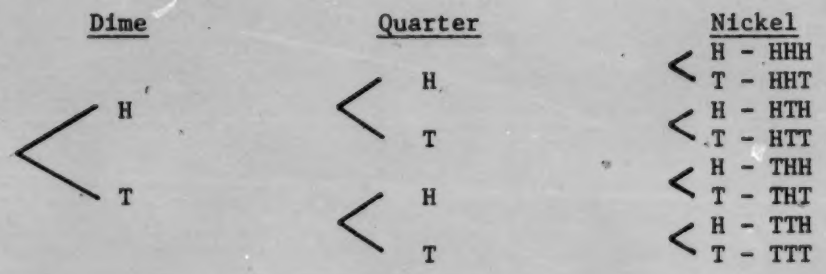
Discuss all the possible combinations of true and false.

List, then show that the tree diagram is a schematic way of doing this.

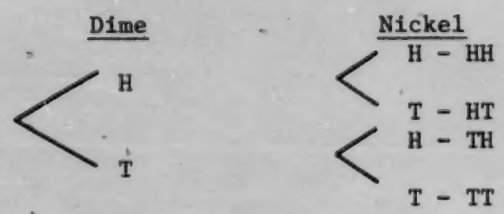
Homework. p. 335 (Problems 1-11)



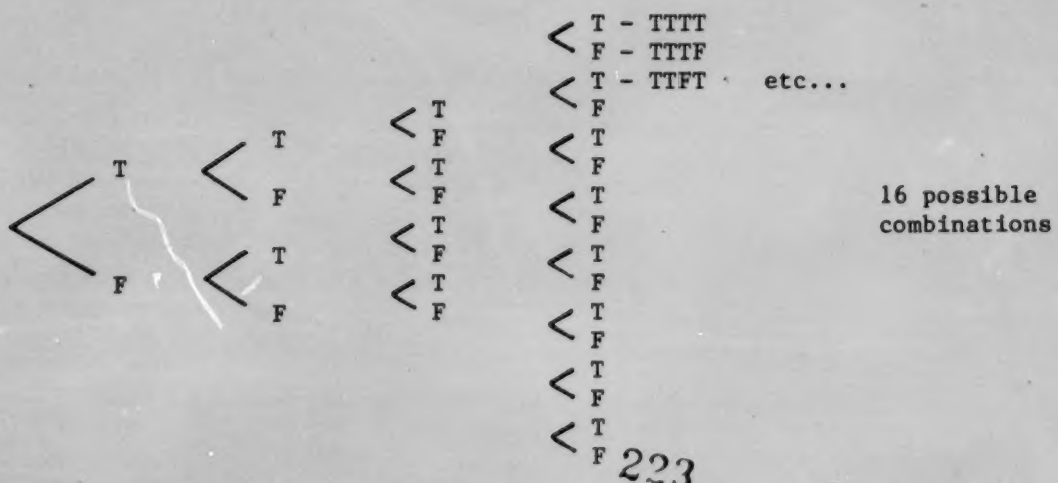
Refer back to p. 332 to set up tree diagram for possible combination of toss of 3 coins.



Suppose I toss 2 coins (p. 329):



Suppose I gave 4 questions on true-false test; list possible combination:



References Cited

Bolster, L. Carey, et al. *Mathematics around us.* Glenview, Ill.: Scott, Foresman and Co., 1975. 328-335.

Ninth Grade English Plans

Group Description

1. Age range of group. The students range in age from 14 to 15 years.
2. Ability range of group. Standardized tests have shown that the students' reading ability ranges from seventh to ninth grade levels. Much of the class reads one to two years below grade level. One student has a learning disability.
3. Socioeconomic distribution. Approximately 20 students are from middle-class homes and five are from project housing, with the remaining students coming from the upper-middle class. None of the students are from the university community.
4. Typical demeanor of students. The students are usually loud and tend to be physical in their reactions to other students. Once the class is called to order, however, this behavior is much less frequent. They are uninhibited in most classroom situations and are quite willing to express their ideas, feelings and experiences.
5. Typical interest and involvement of students. The students are, for the most part, typical adolescents. They are beginning to notice members of the opposite sex and this dominates much of their thinking. Few of them intend to go to college. When working on activities which relate to themselves, they work diligently. With the end of school only three weeks away, their involvement in school has lessened considerably. Also, their attention span has decreased. In general, these students are mostly concerned with getting out of school and getting a job. They work hard when the subject matter

relates to them in some way. Due to their limited abilities in reading and writing, they seem to express themselves much better orally.

6. Prior relevant material studied. The students are now involved in the grammar and composition segment of the curriculum. While grammar and composition is the main emphasis at this time, the students are also involved in reading various novels. The grammar and composition lessons are derived from the literary material whenever possible. The students are now involved in reading the novel *Death Be Not Proud*. For approximately 2 weeks they will be participating in various activities based on a thematic unit centered around the topic of death. These activities include reading, role-playing, discussion, and value clarification; they will culminate in a writing activity which will bring many of the ideas explored into focus. Each activity will be related to the novel. Grammar lessons, as well as vocabulary, will be pulled from the novel and from the students' writing. This unit will have begun 3 days before the videotape is to be made.

Lesson Plan

General Objectives for the Unit:

Students will explore their feelings, attitudes, and fears about death through class discussion, role-playing, writing, and group work.

Students will become acquainted with death rituals and customs in societies other than their own.

Students will read prose and poetry selections relating to death as a basis for discussion.

Specific Objectives for this Lesson:

Students will read the first three chapters of *Death Be Not Proud* as a basis for class discussion and group work.

Students will define the term *euthanasia* and demonstrate their understanding of this term by responding to questions.

Students will read a factual article called "Gramps" which deals with euthanasia as a concrete basis for the group activity.

Students will participate in a short discussion of the article.

Students will participate in group work where they will use decision-making skills and reach a group concensus.

Students will present their decision and explain the process by which they made the decision.

Materials: Overhead projector and ditto of hypothetical situations.

Procedures:

1. Teacher will put the term *euthanasia* on the board.
2. Students will attempt to define the term without its being explained to them.
3. After an acceptable definition has been found, students will discuss the term by expressing their feelings and reactions to this concept. (Do you think there are cases where mercy killing is a reasonable alternative? What are some other alternatives in this type of a case? How do you feel about putting animals "to sleep"?...)
4. Teacher will project article called "Gramps" on the overhead projector.

5. One student will read the article to the class while the pictures from the article are being passed around.

6. Students will participate in a discussion of the article. (Do you feel that Gramps did the right thing? How did his family feel about it? Was his death really merciful?...)

7. Teacher will explain the task by telling the students that they will be divided into groups and a leader will be assigned for each group. The leader will be responsible for keeping the discussion moving and serve as a mediator if disagreements arise. He/she will also present the group's decision to the class.

8. The group will be given a set of hypothetical situations (see attachment). Students will have to agree on which of the people in these situations should be killed for reasons of mercy. They must reach a group concensus. They will have 20 minutes to reach their decision.

9. The leader of each group will then tell which situation they chose and explain how they reached this decision.

10. Students will discuss their reactions to this activity as a class.

11. The activity will not be graded at this time; however, they will be tested on the unit as a whole on their final exam. Also, part of their grade on this unit will come from a major composition which will be done at the end of the unit.

Directions:

You are on a committee at Athens General Hospital. You have been presented with a list of people who are patients at this hospital. They are applicants for induced death (euthanasia). Either the patient himself/herself or a member of his/her family has made this request. You must decide which applicant has the most valid reasons for this request. Everyone on the committee must agree on the person that is chosen. Look carefully at each applicant's reasons for the request. You will have 20 minutes in which to make this decision.

1. Mary is a child born with no legs or arms. She will probably be able to live to maturity. Her parents are in their late thirties and wanted a child very badly. They had tried adoption, but they were considered too old by the adoption agency. The mother loves the baby very much even though she is deformed. The father is resentful about having a deformed child. He has threatened to harm the child and the mother several times. He has lost his job and has no means to support the baby.

2. John is a 25-year-old white male who was convicted of murder. He had killed two young children while driving under the influence of drugs when he was 18. He attacked and killed a guard while he was in prison and was put in a mental institution. His mother committed suicide soon after he was tried for murder. He is very quiet and withdrawn and only talks about wanting to die. He occasionally has violent fits of temper and attacks the doctors and nurses. His father can no longer keep him in the institution and does not care what happens to him. The doctors feel that they can do nothing else for him except keep him drugged continually.

3. Johnny, a young boy, has a fatal brain tumor. He is extremely intelligent and never complains about the tests and operations he has to endure. His parents have spent a great deal of money trying to find a cure for him, but there is no hope that he will live. The parents are in great mental torment due to his illness.

4. Hilda, a black woman who is 81 years old, has a type of incurable cancer. It is horribly painful. She is mentally alert and quite intelligent, but because of the pain she is drugged most of the time. She must remain under the care of a doctor but cannot pay the medical bills. She has no family and no one ever comes to visit her.

5. Jose, a 19-year-old Chicano man, was in a terrible automobile accident. He survived but is a complete vegetable. He cannot speak or move his body. He is married and has two children. His wife cannot support the family, but they have a large life insurance policy which would take care of them. His parents are against mercy killing. However, they are poor and cannot help his wife pay the doctor bills.

6. John is a waterhead baby. His head continues to grow much larger than normal, and he will never be able to sit up. He is the fourth child in the family, and all of the other children are normal. The parents had not planned to have this child. The doctors say he can survive for six or seven years. The father's job requires him to travel and the mother also works. They cannot support their family if the wife quits her job to take care of John, and they cannot afford a nurse.

7. Ming, a 21-year-old Chinese girl, has a fatal kidney disease. She must go to the hospital three times a day and be treated on a special kidney machine. The treatment is very painful and each treatment lasts for 2 hours. Her parents have to force her to go to the hospital for treatment. They are very wealthy. She has tried to commit suicide three times. She feels that she is a burden on her parents. If she failed to get treatment, her death would be very slow and painful.

References Cited

Gunther, John. *Death be not proud.* New York: Harper & Row, 1949.

Eleventh Grade Science Plans

Group Description

1. Age range of group. The students range in age from 15 to 17 years.
2. Ability range of group. Most of the students are of average intelligence.
3. Socioeconomic distribution. Approximately 80% of the students are from the University community and 20% are from project housing.
4. Typical demeanor of students. This group is very open and friendly.
5. Typical interest and involvement of students. The students are relatively interested in the subject. Most are interested mainly in the unusual aspects of whatever topic is being covered.
6. Prior relevant material studied. The students have just begun a unit on genetics and have just been introduced to a broad spectrum of concepts on the subject.

Lesson Plan

Goal: To understand the fundamentals involved in different types of crosses in genetics and learn how to determine the ratio of their probabilities.

Objectives

1. Define the following vocabulary words: *pure, hybrid, homozygous, heterozygous, monohybrid, dihybrid,* F_1, F_2.
2. Estimate the results of two different types of crosses.
3. Distinguish between *homozygous* and *heterozygous*.

Procedures

5 min.	1.	Introduce concepts of *purebred* and *hybrid*.
10 min.	2.	Introduce the monohybrid cross and the Punnet square of determining probability.
10 min.	3.	Introduce the dihybrid cross (pea plants and Drosophila).
5 min.	4.	Work out problems figuring out probabilities and ratios.
5 min.	5.	Introduce incomplete dominance and work out ratios for this situation.
5 min.	6.	Hand out probability puzzles.

CHAPTER THREE:

PLANS FOR USE DURING A COMPLETE ASSESSMENT

Using the Plans

The plans included in this chapter were developed for use during training to more closely simulate a complete assessment of a teacher using the *Teacher Performance Assessment Instruments*. Each plan represents a portfolio prepared by a teacher and is accompanied by a set of interview information which is based on an actual interview. A videotape of the teacher's classroom performance is used in conjunction with these plans.

During activities in which the plans in this chapter are used, the trainee should study the portfolio and the Interview Information (or conduct an interview) before completing the *Teaching Plans and Materials Instrument* (TPM). After completing the TPM, the trainee should view the classroom videotape in which one of the lessons from the portfolio is taught, and then rate the teacher's performance on the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*. Upon completion of the CP/IS, the trainee will have gone through several of the steps used during an actual assessment.

The manual, *A Handbook of Training Activities*, describes the activities for which the plans included in this chapter are to be used. As with the other plans contained in this manual, these plans were not developed as exemplary models, nor are they to be considered ideal plans in their respective subject areas.

Third Grade Science Plans

Group Description

1. Age range of group. The students range in age from 7 to 11 years; most of them are 8 or 9 years old.
2. Ability range of group. The group varies widely in academic ability. Thirteen students are involved in the gifted program. Five students, two of which are attending learning disability and behavior disorder classes, are repeating the third grade. Three students are second graders. The remaining students are performing average or below average according to grade level.
3. Socioeconomic distribution. The class is a combination of middle class and lower class students. Over half of the students would be classified as solid middle class. The remaining portion of the children live in project housing and qualify for free lunch.
4. Typical demeanor of students. These students, for the most part, are fairly well-behaved. They are relaxed in the classroom situation, and talk freely with each other and in class discussions.
5. Typical interest and involvement of students. The involvement and interest of the students in the present unit varies from average to fairly high levels. They seldom seem disinterested and bored with the lesson being presented.
6. Prior relevant material studied. Students have been, prior to this taped lesson, involved in a plant unit. During the preceding days, they have studied the importance of plants to the community,

the reproduction of plants, the storing of energy in plants, and the water transportation systems in plants. They have conducted additional experiments, and have done research in several areas pertaining to plants.

the reproduction of plants, the storing of energy in plants, and the water transportation systems in plants. They have conducted additional experiments, and have done research in several areas pertaining to plants.

Lesson Plan

Day 1

Objectives

1. The child will be able to identify and label seven parts of a plant.

2. The child will be able to locate on a plant diagram three parts of a plant that obtain energy.

Procedures

Illustrate a picture of a plant on the board.

Encourage students to name as many parts of the plant as they can.

Discuss each plant part.

Question students so that they realize the importance of each part and what its function is.

Encourage ideas from students as to which three parts of a plant provide nourishment for the food-making process.

NOTES TO INCLUDE IN DISCUSSION - Refer to *The First Book of Plants*, pp. 11-16.

1. Roots - anchor plants to soil, break apart soil to keep air pockets open to help water sink in, *necessary for nourishment

2. Root tips - at the very end of root, push through ground, seeking moisture in soil, collect water

3. Stem - provides support to plant, allows water to pass through plant, *necessary for nourishment

4. Pipelines - extend from roots to outside of leaf, helps water steadily pass through plant

5. Leaves - very thin so that sunlight can penetrate, contain a waxy coating on side nearest sun to keep moisture in leaf, *necessary for nourishment

6. Veins of leaves - helps strengthen the leaf, helps carry ingredients for food-making

7. Stomata - Greek word meaning mouth, tiny openings in leaf, plant takes air in and out of these chambers (125,000 per sq. in.)

Activities

Present the class with a plant and have them observe each part. Provide each child with an opportunity to look through a magnifying glass at plant parts. Discuss observations.

Divide the class into three groups. Conduct an experiment with potatoes. Slice a small part off an end of each potato, and place the potato in water. Explain that each table is responsible for the upkeep of their potato. Purpose: Child will be able to observe the formation of roots. Refer to *Play With Plants*, pp. 7-13.

Show the filmstrip "How a Plant Makes Food." Discuss its content.

Evaluation

Distribute a plant diagram to each child for his Plant Booklet. Have students color in and label the seven parts of a plant. Ask each child to circle the plant part that helps to provide nourishment.

Materials

board and chalk
plant
magnifying glass
3 potatoes
3 glasses
water, toothpicks
} experiment
Play With Plants
The First Book of Plants
filmstrip
projector
plant diagram
crayons

Day 2

Objectives

1. The child will be able to state four needs of a plant to insure proper growth.

2. The child will be able to describe the systems of photosynthesis and respiration in plants.

Procedure

Stimulate discussion among students as to what a plant must have to grow well.

Make a list of the four necessities: sunlight, water, air (carbon dioxide), and minerals.

Have a student suggest possibilities as to what a lack of these needs would cause.

Relate the seasonal effects on plants to this talk.

NOTE: Plants do not die during winter. The roots continue to feed, so that in spring the plant will grow again.

Have discussion geared toward the results of plants attaining the four basic needs. Introduce and explain the terms photosynthesis and respiration.

Photosynthesis - from Greek words meaning "putting together with help of light"; defined as process of making food; carbon dioxide plus water equals production of sugar that plants use as food

Respiration - process goes on all of the time; plants use this oxygen very slowly and excess is emitted into the air;

$$\text{Food} < \begin{matrix}\text{carbon dioxide } CO_2 \\ \text{water}\end{matrix} \longrightarrow \text{sets energy free in form of oxygen}$$

Activities

Check experiments of Day 1.

Show the filmstrip "Plants Change Throughout the Year." Have students discuss the film.

Conduct the following experiments. After dividing the class into 3 groups, give each group a plant to care for in special ways.

#1 plant - plenty of sunlight and water
#2 plant - no sunlight or water
#3 plant - some sunlight, no water

Have students care for and record the results on their plants. They will report the results to the class.

Have students record the following paragraph to add to their Plant Booklets:

A plant is made from many parts. The three most important parts are the roots, stems, and leaves. The roots get the minerals and water from the soil. The stem allows the water to travel to the leaves. The leaves get sunlight and air to help the plant stay healthy. Without air, sunlight, water, and minerals plants would die. Once the plant takes in all of these necessary things, it begins the food-making process known as photosynthesis.

Follow-up: practice good handwriting

Evaluation

Distribute paper to students. Ask them to list the four needs of plants and illustrate each. Add this to their Plant Booklets. Have them write a short paragraph explaining photosynthesis and respiration. Add it to Plant Booklets.

Materials

board and chalk
potato experiments
filmstrip projector
3 plants
paragraph
paper, crayons

Day 3

Objectives

1. The child will be able to explain the ecosystem that exists between plants and other living things.

2. The child will be able to make a terrarium.

Procedure

Introduce the idea of plant communities to students. Encourage expression of their ideas as to the meaning of this term.

Question students to help them develop the following ideas:

I. Plants live in places best suited for their growth. Not all plants require the same growing conditions. Many communities of plants exist: desert, swamp, prairie, garden, ocean, flowerbeds, etc. Encourage discussion, having students name other kinds of plant communities.

II. Many living things depend upon plants. Ask for suggestions. Possibilities include cows in pastures, all sea life in ocean, etc. Why?

III. Plants also depend on other plants. Why?

Activities

Show the filmstrip "Green Plants in a Community."

Discuss ideas the film presents in relation to animals.

Show the filmstrip "Back to Plants." Discuss.

Encourage thoughts of ocean life without plants.

Assign a report to students on "Plants" and "Terrariums." They will read their reports aloud to the class.

Evaluation

Ask each child to illustrate the ecosystem of plants to another living thing that he feels is very important. Add this illustration to their Plant Booklets.

Guest speaker, Debbie, from "Flowerland" will come and show students how to make a terrarium. During this time, she will also explain the relationship of plants to other plants, especially in a terrarium. Each child will follow instructions and make his very own terrarium. In addition, each student will illustrate his terrarium for his Plant Booklet.

Materials

2 filmstrips and projector
paper and crayons
terrarium containers
charcoal, moss, decorative objects

Day 4 Videotaping*

Objective

The child will be able to identify five poisonous plants, including the poisonous parts of each.

Procedure

Review that plants are very important. Some plants, however, are very dangerous, and should be avoided.

Encourage discussion of poisonous plants among students.

What experiences have you had with these plants?
Name some poisonous plants.
Are all parts of these plants poisonous?
If not, which parts?

Discuss safety precautions when dealing with plants. Stimulate discussion with these statements:

1. Remind students poisonous plants may be found anywhere (gardens, wilderness, houseplants, etc.).

2. Emphasize that if a student is unfamiliar with a plant, he should not touch it because it may be poisonous.

3. St. Mary's Hospital has a help line to call if anyone comes in contact with poisonous plants.

Include discussion among students of the reaction poisonous plants may have on the body--itching, burning, redness, nausea, etc.

Talk of the cures and treatment for these reactions. Possibilities include the following:

1. Tell an adult
2. Apply baking soda to the itchy area
3. Ask a druggist for help
4. Apply calomine lotion to infected areas, etc.

Activities

Present students with pictures of the following poisonous plants: poison ivy, mushroom, dieffenbachia, peach, daffodil. (Show examples of each of these if possible.) Explain the poisonous areas of each plant.

Poison ivy - all parts
mushroom - all parts
dieffenbachia - leaves and stem
peach - leaves, stem, and pit
daffodil - bulb

} Discuss the characteristics.

Have the students complete a worksheet on poisonous plants. Add this sheet to their Plant Booklets.

*Read sections of *Watch Out, It's Poison Ivy!* to students during storytime.

Evaluation

Have students color in the examples of poisonous plants. To the side, also label each plant's particular characteristics. Circle the part of each plant that is poisonous. Color this particular part so that it is noticeable from the rest. Add these diagrams to their Plant Booklets.

Materials

pictures of poisonous plants
plants
worksheet
Watch Out, It's Poison Ivy!
crayons

Day 5

Objective

The child will be able to describe three ways that plants are related to the economy.

Procedure

Have students discuss how plants are related to the business world. Bring out the following ideas:

1. Jobs - Many people own plant businesses - Career. Others work as caretaker, gardener, salesman, in shipping, landscaping, etc. Note that these are money sources, and can be very profitable.

2. Costs - Plants cost money to care for, so in turn they are sold at higher prices. Ex. Nursery buys plants *wholesale*--explain definition. They sell plants at *retail*--explain definition.

   Work the following math problems with students.

   1. Wholesale - 50¢ per plant - 100% mark up
      How much would we pay for a plant?

   2. Wholesale - $1.00 per plant - 10% mark up
      How much would we pay for 5 plants?

   3. Retail - $1.25 per plant
      How much would 4 plants cost?

4. Retail - $2.00 per plant
   If we buy 10 plants and get a discount of 10%, how much would we pay?

3. Advertising costs - This includes sales and introduction of new items.

4. Development of new idea - Ex. Green Survival - Purpose is to make the community more aware of its care of plants. Encourage other suggestions for improving "Public Relations and Plants" from students.

Activity

Have each student complete a math ditto sheet relating to the cost of plants as a homework assignment.
*Students will take a field trip to Classic Nursery.
Purpose: To note possibility of jobs, care of plants, and plant communities.
*Field trip to the Botanical Garden.
Purpose: To note landscaping, plants in relation to decoration, and ecosystem between plants.

Evaluation (Practice with Language Arts Skill)

Have students construct a paragraph that states at least three ways that plants are important to the economy. Use this page in their Plant Booklets.

Materials

math problems
board and chalk
math ditto
field trip notices
paper and pencils

Math Homework

1. At 55¢ each, how much would 7 plants cost?

2. Sale on Plants! Buy one get one free!
   Jade - 33¢
   Fern - $1.17
   According to the sign, how much would it cost to buy 2 jade plants and 2 ferns?

3. The total bill for the plants you buy is $10.00. With a 20% discount, how much would the plants cost?

4. If you pay $3.98 for 1 plant, what would the change be from $5.00?

5. The wholesale price of a plant is $4.00. If the nursery adds a 40% mark up, what would the retail price be?

Post Test

1. Label all parts of this plant.

2. Which parts of plants obtain energy to begin the food-making process?

3. Matching

_____Respiration	a. CO_2 + water = food
_____Photosynthesis	b. Food $\xleftarrow{CO_2}_{Water}$ oxygen

4. Which are <u>important</u> needs of plants? Check each.

_____sunlight	_____oxygen
_____gas	_____minerals
_____carbon dioxide	_____water
_____soil	_____pruning

5. True or False

_____1. Animals are important to plant growth.

_____2. People need plants.

_____3. All types of plants can live in the same environment.

_____4. A terrarium is a group of plants in the ocean.

6. Write a paragraph explaining the following statement. Include the reasons why.

Any unfamiliar plants may be poisonous; thus, people should be very careful, and treat any reactions as soon as possible.

7. A. In what ways are plants important to the economy? Name three ways.

   B. Do you think plants are this important? Why or why not?

8. "Plant Puzzlers"

   1. If a plant costs $1.65, how much would you pay for 3 plants?
   2. How much would a plant for $2.00 cost with a 10% discount?
   3. You buy 2 plants for $6.85. What would your change be from $10.00?
   4. You spend $27.70 for 10 plants. How much do they cost apiece?

9. Check the way you feel.

_____ I really enjoyed studying plants!

_____ Finding out about plants is O.K.

_____ I do not like learning about plants.

Level II
Plants

Figure 14

Name_____

One day Lee went for a walk in the woods. He saw many plants. He knew the names of some of them. Some of them he had never seen before. He walked on some of the plants and sat near others. Soon his skin began to _____. He realized he was around _____ plants. Lee did not know what these plants were called, but he knew that _____, _____, _____, and _____ were poisonous plants that made him feel bad. Lee went home and told _____ what had happened. What did Lee do to help him feel better? He _____

_____

_____

Lee knows about these plants now!

itch	Mother
poisonous	soda
burn	Father

Names of plants will be in other parts of the room.

References Cited

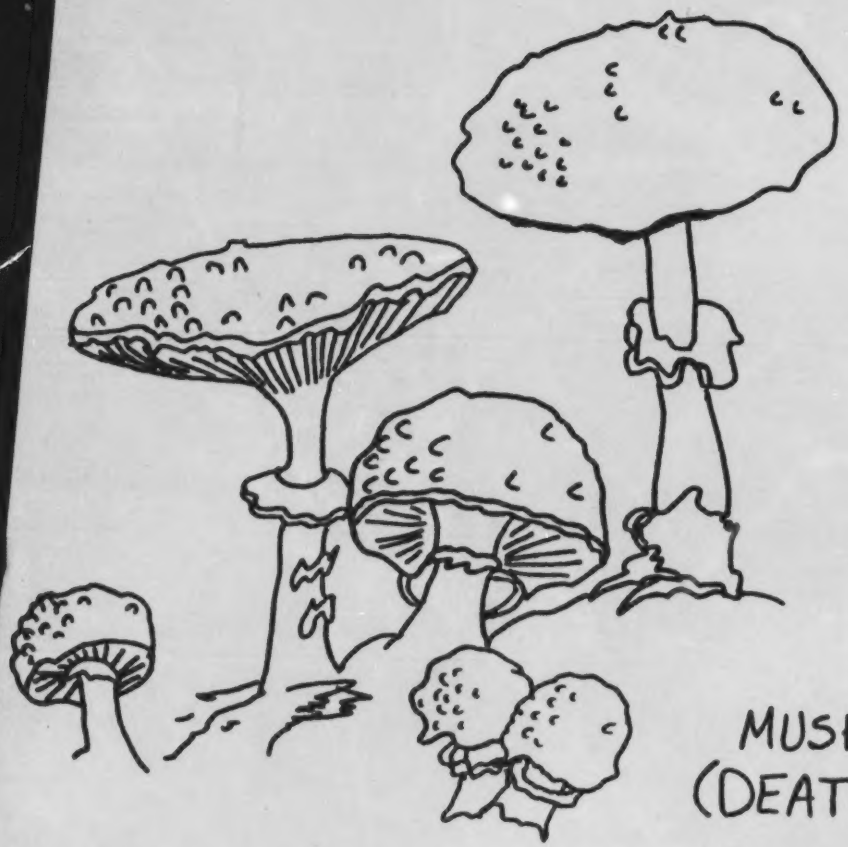
Dickinson, Alice. *The first book of plants.* New York: Franklin Watts, Inc., 1953.

Limberg, Peter R. *Watch out, it's poison ivy.* New York: Julian Messner, 1973.

"Poisonous Plants." *Elementary science curriculum guide,* Level II. Athens, Georgia: Clarke County School District, 1977, pp. 70, 73, 74, 76, 77, 79.

Selsam, Millicent. *Play with plants.* New York: William Morrow and Co., Inc., 1949.

Poison Ivy



MUSHROOM
(DEATH ANGEL)

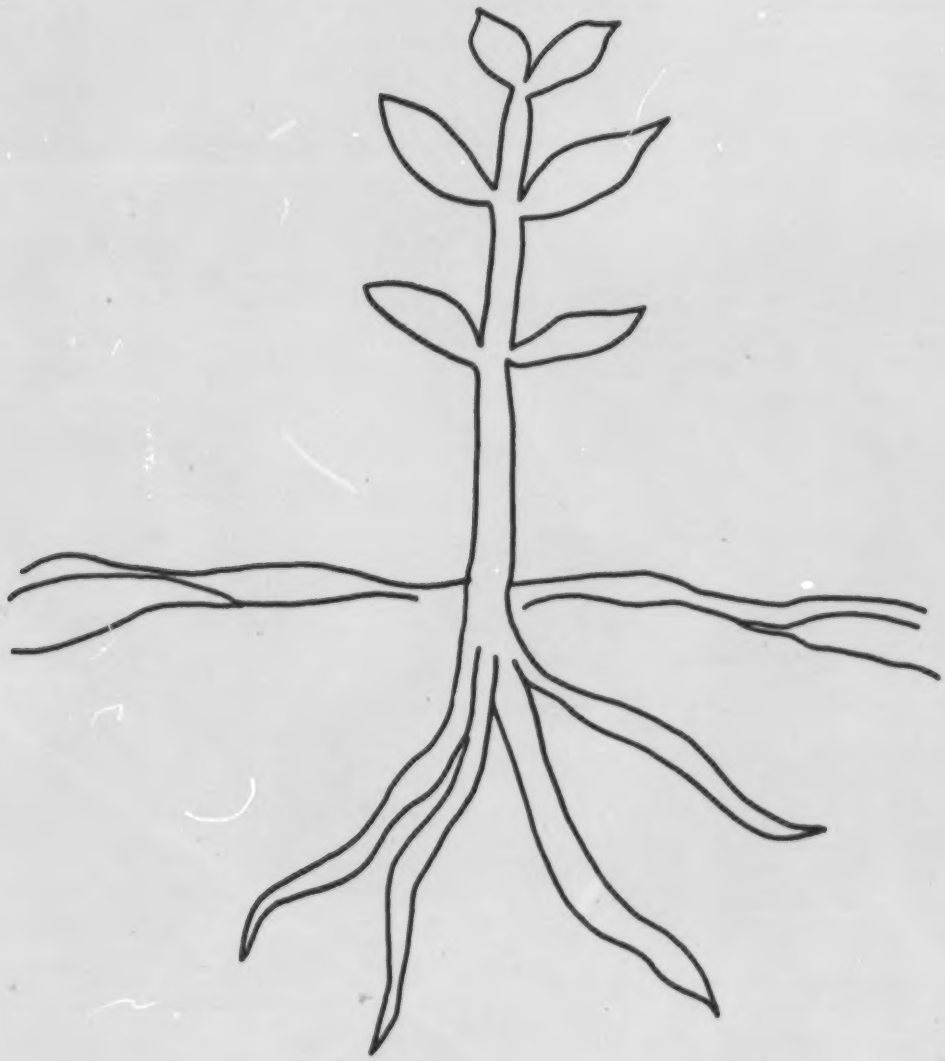
Dieffenbachia

251

Peach

Daffodil

253



Eighth Grade Language Arts Plans

Group Description

1. Age range of group. The students range in age from 13 to 15 years; most of them are 14 years old.
2. Ability range of group. The group does not vary too widely in academic ability. Basically the group is on an average instructional level, ranging from a low-medium to a high-medium ability level.
3. Socioeconomic distribution. The group ranges from a low socioeconomic level to an upper middle socioeconomic level. Most of the students are middle class.
4. Typical demeanor of students. These students are fairly well-behaved. They are quite relaxed and talk frequently among themselves.
5. Typical interest and involvement of students. The interest and involvement of the students varies from low to fairly high.
6. Prior relevant material studied. This quarter is a reading emphasis for the students. They have been reading in *Counterpoint in Literature* as well as in books and other reading materials of their own choice.

Lesson Plan

Day 1

Objectives:

To establish criteria for a good summary

To become familiar with the basic elements of the short story

Materials:

Transparencies

Ditto masters and paper

Overhead projector

Copies of "Death Rides the Highways" for the class

Instructional Procedures

1. Use transparencies to introduce the elements of a short story and guides for summarizing reading assignments. Instruct the students to take notes from these transparencies:

Transparency #1: Elements of a Short Story

Almost every short story is centered around some kind of conflict: a conflict between characters, a conflict within a character, or a conflict between the main character and some abstract force such as nature. In addition to conflict, every short story has, to some degree, these basic elements:

Plot: What happens--the sequence of events around which a story is woven

Setting: The time, place, and general background of the story

Characters: The individuals who appear in a story

Theme: The basic idea of the story; the center of interest; what the story is about

Tone: The mood in which the author wishes to place his audience.

A summary is a condensation that gives in a few words the main ideas of what a writer or speaker has said.

Transparency #2: Guides for Summarizing Reading Assignments

- Read the material carefully; decide what you think is the central thought of each paragraph.
- Write each central thought in a sentence of your own.
- Combine the sentences into one paragraph. (Or more, if necessary, depending on length of material.)
- Check the paragraph carefully. Delete anything that you decide is unimportant, but be sure to include all important facts.

2. Prepare ditto masters of the following selections:

   "Death Rides the Highways"
   "Police and Fire Protection"
   "The State as Guardian of Health"

3. Write these five sentences on the chalkboard.

   a. Mechanical faults in the automobile itself cause seven percent of automobile deaths.

   b. The most important cause of automobile accidents is people--both drivers and pedestrians.

   c. Poor drivers must bear the chief responsibility for automobile accidents.

   d. About forty percent of all persons killed in automobile accidents are pedestrians, and two-thirds of all pedestrian accidents are the fault of the person walking.

   e. There are three times as many accidents at night, when visibility is poor, as there are during the daytime.

4. Provide copies of the selection "Death Rides the Highways" for each student. Read the selection aloud (either the teacher or a student). Ask the class to select the summary sentence from those listed on the board (see Teaching

Procedure #3) for each paragraph. Put the sentences in order and write a paragraph with this information. Read the paragraph aloud to the class.

Day 2 Videotaping*

Objectives:

To write summarizations of short selections

Materials:

Transparencies

Overhead projector

Comic strips (8-10)

Handouts: "Police and Fire Protection"
"The State as Guardian"

Instructional Procedures

1. Review the guides for summarizing reading assignments.
2. Divide the class into groups. Provide comic strips for each group. Ask the group to write one sentence that summarizes its comic strip. Share summary sentences with the class.
3. Assign to the groups the handouts (prepared on Day 1) "Police and Fire Protection" and "The State as Guardian" to be summarized. Half of the groups can summarize one selection, the remaining groups, the other selection. Allow 15 minutes for group work.
4. Read the paragraph summarizations to the entire class. Compare the paragraphs written about the same selection. Choose the best paragraphs based on the guides for summarizing.

Day 3

Objectives:

To write a summarization of the total story.

To use the elements of a short story as an aid in writing the summarization.

Materials:

Transparencies

Overhead projector

Counterpoint in Literature

Instructional Procedures

1. Use a transparency to introduce the plot summary:

Transparency #3: The Plot Summary

The organization for a plot summary is open to much variety, but in general the contents of the summary will include the following:

- A brief identification of the main characters
- A brief explanation of the central problem or conflict
- A sequence of details about the main actions
- An explanation of the outcome

In addition, a plot summary may contain an interpretation of the author's apparent purpose or purposes.

2. Review the elements of the short story. Use the information under The Plot Summary and Guides for Summarizing Reading Assignments to summarize a total story.

3. Instruct the students to read and summarize "The Night the Cops Got Me," pages 208-215 in *Counterpoint in Literature*, using The Plot Summary for suggestions. Students may work in pairs or in groups of three or four.

4. Read and discuss several of the summarizations. Collect the summaries, note the problems, and be prepared to discuss these on Day 4.

5. Ask the students to choose a story from the following suggested list for summarization. Assign the story selected to be read for homework.

"Children of the Harvest," pp. 198-207
"The First Day," pp. 327-333
"Music Inside My Head," pp. 334-343
"Travels With Charlie," pp. 344-349

Day 4

Objectives:

Same as Day 3

Materials:

Transparencies

Overhead projector

Counterpoint in Literature

Instructional Procedures

1. Review briefly the criteria for writing a summary.

2. Instruct students to write a summarization of the story selected and read for homework. Remind them of The Plot Summary criteria.

Day 5

Objectives:

To share summarizations of reading selections

To use leisure time constructively for independent reading

Materials:

Magazines

Books on various reading levels

Stories

Instructional Procedures

1. Divide into groups according to the selections chosen. Read the summarizations. Choose the best summary. Defend the summary choice using The Plot Summary criteria.
2. Report the groups' choices to the entire class.
3. Use the remainder of the period for independent reading. On each Friday of the "reading" quarter, part of the period, if not the entire time, will be used for reading books, stories, magazines, etc., of the student's choice.

Stories for Summaries

Police and Fire Protection

People began to fight fires long before they tried to fight crimes. Even in Greek and Roman times, simple fire-fighting equipment such as hooks and ladders was known and used. In those days, however, the only way a man could protect himself against thieves and robbers was to carry a stick when he set out at night and to have slaves to guard his house.

No progress was made until the time when the American colonies were settled. About this time London insurance companies formed private fire brigades to protect the buildings they insured. In the colonies there were no insurance brigades, but some of the towns appointed night watchmen to provide both police and fire protection. They made their rounds shaking a sort of rattle and watching out for thieves and fires.

Finally, in 1829 the first real police department was organized in London. About the same time cities in the United States began to have "day watches" as well as "night watches." A little later, when these two watches were joined and were better organized, we had the beginning of our modern police departments.

Fire departments were not organized until even later. For some time towns had been helping the volunteer fire departments by paying for their fire engines and some of their other equipment. It was not until 1853 in Cincinnati that the first paid fire department was established.

Now every city has its regular police and fire departments with men on duty day and night. The equipment of both departments is

constantly being improved. Speedy fire engines, chemical engines, and training schools for firemen help the city to put out fires that would have been hopeless a century ago. The police department is made much more efficient by fingerprint divisions, scientific laboratories, and radio cars.

Death Rides the Highways

Some men dream of building highways on which it would be impossible to have an accident. That day is far away and many never come. Today we still have many narrow roads, sharp curves, and deep ditches, all of which help to cause serious accidents. The chief cause of accidents will continue to be people, both those behind the wheel and those walking on the road.

Pedestrians, those who walk beside or across the highway, are important causes of automobile accidents. About forty percent of all persons killed in motor accidents are walking. Careful studies have shown that the walker is either violating the law or is acting in an unsafe manner in two out of every three pedestrian accidents. The motorist is entirely to blame only one-third of the time.

Lack of visibility is an important cause of automobile accidents. Poor visibility is caused by anything that blocks the driver's view of the road. It may be because of overhanging trees, sharp curves, or nightfall. There are three times as many automobile deaths for every mile driven at night as there are in the daytime.

Only about seven percent of the deaths from accidents are due to faults in the automobile itself. Nevertheless, only about one-fourth of all the cars on the road can pass the rigid safety tests which many cities and states require. Most usual faults are in the brakes, the lighting system, the steering mechanism, or the tires.

After everything else has been considered, however, the greatest share of responsibility for automobile accidents rests upon the driver.

Most drivers, unfortunately, are not taught to drive by experts. They learn bad habits from other drivers who have bad habits.

The State as Guardian of Health

Many of you have read of the Black Death, that terrible plague that swept over Europe in the fourteenth century and carried off a good share of the population. There were other plagues almost as terrible that visited Europe from time to time. Our own nation has had outbreaks of smallpox, yellow fever, and malaria. Yet now we hear little about these diseases, and the word "plague" has practically disappeared from common language. Why?

The answer is public health work. It is not very old, hardly a hundred years. It was not effective until Louis Pasteur proved that diseases are spread by germs. Not until then did state governments begin to take up public health work. The first state board of health in the United States was set up by Massachusetts in 1869. California followed in 1870, and the other states fell into line so rapidly that by 1909 every state had its organization for guarding the health of its citizens.

At first the work of these public health agencies was to quarantine people with contagious diseases, especially during epidemics, to prevent them from spreading the disease to others. Later they helped prevent epidemics through such means as vaccination and the setting up of public clinics where poor people could go for free examination and treatment.

But the public health idea very quickly enlarged to take in other duties. It was not long before the state was sending its experts to help local communities in public health work. These experts saw to

it that the water supply was kept pure, that sewage was disposed of safely, and that the milk supply was free from disease germs. Now all states have public health laboratories, which provide scientific services that the local communities could not provide for themselves. Some of these services are the examination of water and milk to make sure of their purity, and the preparation of smallpox vaccines to prevent epidemics.

References Cited

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Daniel, Edythe, et al. *Counterpoint in literature* (3rd ed.). Glenview, Ill.: Scott Foresman and Co., 1976.

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"Summarization: The Total Story." *Middle school reading skills development*, Grade 8, Levels II and III. Athens, Georgia: Clarke County School District, 1975. pp. 247-252.

THE LITTLE WOMAN. Copyrighted by King Features Syndicate Inc., 1978.

Dennis the Menace
by Hank Ketcham
Love In The Afternoon
YET?
NOT YET.
NOW?
I'LL TAKE A QUICK LOOK.
NAW... HE'S STILL KISSIN' HER!
FOOEY! THREE MUSHY MOVIES AND A COOKIN' SHOW.
WHAT ARE THEY COOKIN'?
SOMETHIN' I WOULDN'T EAT!
MAYBE YOU NEED A NEW TV.
THAT'S NO GOOD... THEY ALL SHOW THE SAME STUFF.
THAT'S DUMB!
I WONDER WHAT THAT LOVE STUFF IS ALL ABOUT?
IT'S SORT OF A GAME THAT GROWN-UPS PLAY.
YOU MEAN LIKE ONE-HOLE-CAT, OR KICK-THE-CAN?
IT'S MORE OF A SITTIN' DOWN GAME, LIKE CHECKERS.
IT DON'T LOOK LIKE MUCH FUN.
WHEN YOU GET OLD, JOEY, YOU HAVE TO TAKE THINGS EASY.
LET'S SEE WHAT'S ON OUR SET.
OKAY... MAYBE THEY GOT INTO A FIGHT OR SOMETHIN'.
THEY'RE STILL DOIN' IT!
YEAH... NOBODY'S MOVED.
LET'S WATCH THE COOKIN' SHOW... MAYBE SHE'LL BURN SOMETHIN'!

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PEANUTS
featuring
"Good ol' Charlie Brown"
by Schulz
WHAT KIND OF A TASSEL CAP DO YOU CALL THAT?
IT DOESN'T EVEN HAVE A TASSEL!
© 1978 United Feature Syndicate, Inc.
HOW CAN YOU HAVE A TASSEL CAP THAT DOESN'T HAVE A TASSEL?
1-29
SCHULZ

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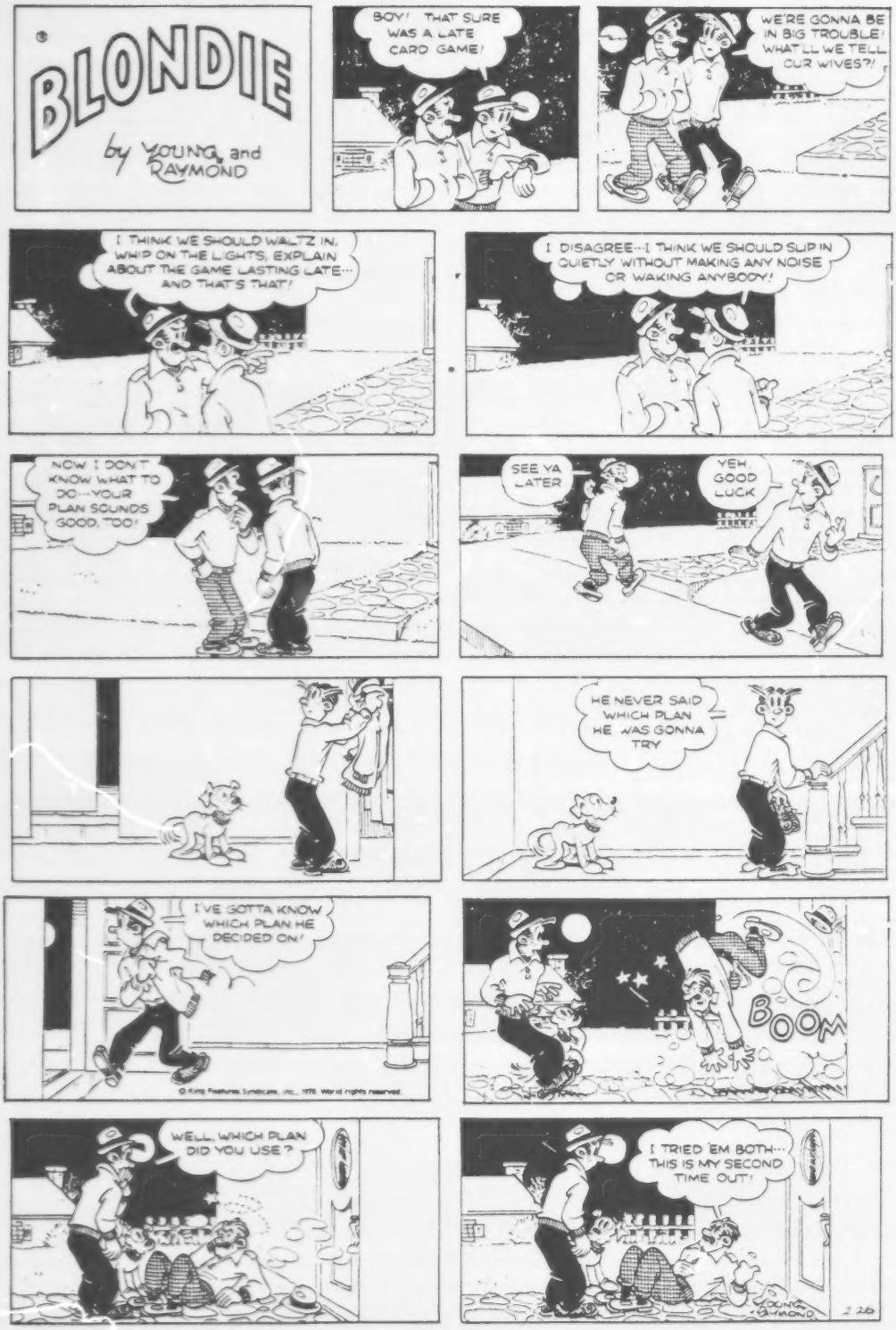
BLONDIE
by YOUNG and RAYMOND
BOY! THAT SURE WAS A LATE CARD GAME!
WE'RE GONNA BE IN BIG TROUBLE! WHAT'LL WE TELL OUR WIVES?!
I THINK WE SHOULD WALTZ IN, WHIP ON THE LIGHTS, EXPLAIN ABOUT THE GAME LASTING LATE··· AND THAT'S THAT!
I DISAGREE··I THINK WE SHOULD SLIP IN QUIETLY WITHOUT MAKING ANY NOISE OR WAKING ANYBODY!
NOW I DON'T KNOW WHAT TO DO···YOUR PLAN SOUNDS GOOD, TOO!
SEE YA LATER
YEH, GOOD LUCK
HE NEVER SAID WHICH PLAN HE WAS GONNA TRY
I'VE GOTTA KNOW WHICH PLAN HE DECIDED ON!
BOOM
WELL, WHICH PLAN DID YOU USE?
I TRIED 'EM BOTH··· THIS IS MY SECOND TIME OUT!
YOUNG RAYMOND

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BARNEY GOOGLE AND
SNUFFY SMITH
by FRED LASSWELL
PAW CAN'T PLAY CHECKERS RIGHT NOW, LUKEY-- HE'S IN BED
WHAT ON AIRTH IS HE DOIN' IN BED THIS TIME O'DAY?
Z Z Z
I'M PLUMB WORRIED ABOUT PAW--- ALL WEEK LONG HE'S BEEN WALLERIN' IN TH' BED -- NAPPIN' AN' SIPPIN'--- SIPPIN' AN' NAPPIN'--
IF HE DON'T GIT UP ON HIS HIND LEGS PURTY SOON HE'LL FERGIT HOW TO WALK
I RECKON I JEST GOT TO TAKE TH' BULL BY TH' HORNS
MAW!! WHAR'S MY JUG?
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♪ HERE IT IS, HONEY POT ♪
FRED LASSWELL 2-26

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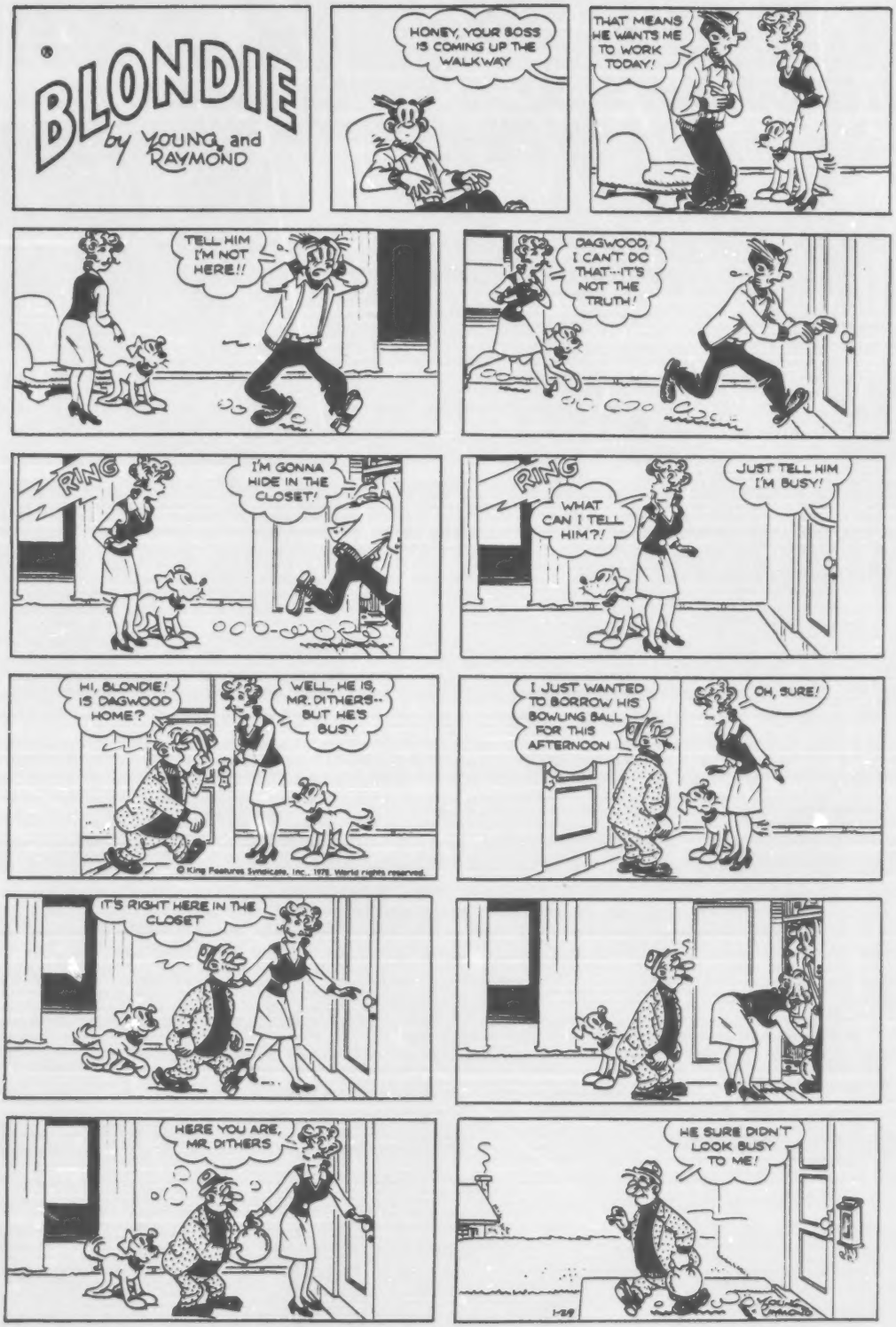
BLONDIE
by YOUNG and RAYMOND
HONEY, YOUR BOSS IS COMING UP THE WALKWAY
THAT MEANS HE WANTS ME TO WORK TODAY!
TELL HIM I'M NOT HERE!!
DAGWOOD, I CAN'T DO THAT---IT'S NOT THE TRUTH!
RING
I'M GONNA HIDE IN THE CLOSET!
RING
WHAT CAN I TELL HIM?!
JUST TELL HIM I'M BUSY!
HI, BLONDIE! IS DAGWOOD HOME?
WELL, HE IS, MR. DITHERS-- BUT HE'S BUSY
© King Features Syndicate, Inc., 1978, World rights reserved.
I JUST WANTED TO BORROW HIS BOWLING BALL FOR THIS AFTERNOON
OH, SURE!
IT'S RIGHT HERE IN THE CLOSET
HERE YOU ARE, MR. DITHERS
HE SURE DIDN'T LOOK BUSY TO ME!

(c) King Features Syndicate, Inc., 1978.

SOUNDS GREAT, AL -
LET ME CHECK WITH EMILY -
AL'S GETTING UP A LITTLE POKER GAME TONIGHT - WOULD YOU MIND IF I WENT?
OF COURSE NOT, DEAR -
I THINK IT DOES YOU GOOD TO HAVE A NIGHT OUT NOW AND THEN!
MABEL WILL BE GLAD TO STAY WITH ME -
YOU'RE AN AWFULLY GOOD SPORT, EMILY... I'LL TRY TO BE HOME EARLY -
TAKE YOUR TIME - WE'LL FIND SOME-THING TO DO -
MAYBE WE'LL GO SHOPPING.... ALL THE STORES ARE OPEN AND I'VE GOT A MILLION THINGS I NEED TO BUY -
SO GET LUCKY AND WIN LOTS AND LOTS OF MONEY!
?
I'M SORRY, AL.... EMILY'S MAKING SUCH A SCENE I JUST CAN'T LEAVE HER ALONE TONIGHT!
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L. WOMAN 2-26
L. WOMAN

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COME RIGHT IN .....WE SHALL SEE WHAT THE CRYSTAL BALL CAN TELL US -
MADAM ZELDA
KNOW THE FUTURE
I SEE A NEW CAR IN YOUR FUTURE...
NO MONEY DOWN....EASY PAYMENTS, AT DANDY MOTORS, 225 ELM ST.
KNOW THE FUTURE
I SEE YOU TAKING A LONG TRIP.....TRAVEL ARRANGEMENTS BY GLOBAL TOURS, 372 FIRST AVE.
?
I SEE YOU MAKING NEW FRIENDS AT THE ELITE CAFE....DELICIOUS FOOD AT REASONABLE PRICES - OPEN 24 HOURS A DAY -
I SEE A NEW AND EXCITING LIFE WAITING FOR YOU AT WANDA'S DANCE STUDIO....SIX LOCATIONS TO SERVE YOU -
L WOMAN 1-29
I SEE LOTS OF MONEY IN YOUR FUTURE....IF YOU INVEST NOW IN PYRAMID SAVINGS....
THAT WILL BE $10, PLEASE -
!
1-29
SOMEHOW IT DOESN'T SEEM RIGHT HAVING TO PAY FOR COMMERCIALS -
L. WOMAN

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Eighth Grade Social Studies Plans

Group Description

1. Age range of group. The students range in age from 13 to 15 years; most of them are 13 years old.
2. Ability range of group. The group varies widely in academic ability. Some students are in the gifted program; one tests in the EMR range; three are slow learners; and every other level is represented.
3. Socioeconomic distribution. The class is about half lower and half middle-upper middle socioeconomic classes. Some of the students live in project housing; six to seven get free or reduced lunches, and four students' fathers are university professors.
4. Typical demeanor of students. These students are usually fairly well-behaved, though they are prone to talk among themselves. Some of the students with reading problems and/or poor study habits are occasionally behavior problems.
5. Typical interest and involvement of students. The involvement and interest of the students varies from low to fairly high. The majority, however, are from average to high in interest and involvement.
6. Prior relevant material studied. Prior to this unit, students were involved in a unit concerning nationalism, imperialism, and class war in Europe and the world in the Nineteenth century. During the course of the present unit, Black History Week occurred, so the students were involved in Black History activities for one week. At the time of the videotape, the students had resumed their study of WWI for the second day.

Lesson Plan

World War I

Day 1

Objectives

1. Students can describe the events leading to WWI.
2. Students can demonstrate a general knowledge of the events and chronology of WWI.
3. Students can demonstrate a general knowledge of the changes brought about in Europe and the world by WWI.

Materials

16 mm. film. *The Causes and Effects of WWI.*

Procedures

1. Instructor leads the students in a review of the events that were causing tension in Europe prior to 1914.
2. Students view the film.
3. To introduce the unit, the instructor leads the class in a discussion of the major points of the film.
4. Students and instructor briefly review test over the preceding unit.

Day 2

Objectives

1. Students can demonstrate a knowledge of the relative locations of the countries of Europe c. 1915 and c. 1919.
2. Students can explain how WWI changed the political map of Europe and which countries were losers in these changes.

Materials

Worksheet
Map of Europe-1915 (blank)
Map of Europe-1919 (blank)
Atlases and maps of Europe in each period.

Procedures

1. Students locate countries on pre- and post-war maps.

2. A comparison is made of the two maps and a discussion held on the effects of these changes.

Days 3-4

Objectives

1. Students will be able to make hypotheses from limited data.

2. Students will be able to analyze data and make meaningful statements about that data.

3. Students will be able to differentiate fact from opinion and will realize that history is in some cases determined by both.

4. Students will appreciate the magnitude and difficulty of the historian's job.

Materials

Jackdaw Publication # 37: Assassination at Sarajevo - a collection of primary source materials from the period immediately preceding the outbreak of WWI.

Procedures

1. The instructor explains that today the class will act as historians. Students are told that they will each be given a document that relates to some aspect of WWI; they are not told what that aspect is. Directions are given.

2. Each person is given one document to analyze and make a report on. The report is to be one to two paragraphs in length. The student is to glean as much information as possible from the document, and to hypothesize as to its relation to an incident in the history of WWI.

3. Students meet in groups of four or five, compare documents and reports, and reformulate observations and hypotheses into one large group report.

4. Group reports are presented to the class.

5. Class discussion is held on the above proceedings. Among the questions to be raised are the following:

   A. What were the problems with having only one document from which to attempt to draw conclusions?

   B. What were the differences when, as a group, you had more documents?

   C. How does this relate to the job of the historian? What problems must the historian overcome?

D. How does one separate fact from opinion?

E. If fact in social science is that which is agreed upon by the majority of evidence that can be collected, what does this say about "truth" in history?

F. Do these observations on hypotheses formation relate only to past events such as WWI, or do they also apply to present-day situations?

G. Now that you have heard everyone's report, do you think that you could write a more complete account of these events?

Assignment

Read pages 45-52 in *Nations in Action*.

Day 5 Videotaping*

Objectives

1. Students can identify the two major alliances in Europe in 1914 and the countries which were members of each alliance.

2. Students can identify and explain the four major causes of WWI as being (1) nationalism, (2) imperialism, (3) militarism, and (4) no international organization.

3. Students can recognize the difference between a limited war and a total war and between a local war and a global war.

4. Students can explain in a short essay why the Balkan Peninsula was such a danger spot at the beginning of the Twentieth century. The concept of a power vacuum should be employed in the explanation.

5. Students can explain how conditions in Western and Central Europe led to trouble in the Balkans and broke out into global war. They should mention the following conditions:

   A. Germany had the finest army in Europe, was competing with Britain for naval superiority, and wanted an overseas empire.

   B. France wanted revenge against Germany for the loss of Alsace and Lorraine.

   C. Britain feared German domination of Western Europe and the growing German navy.

Materials

1. Transparencies

   A. The Balkan Peninsula 1914 - showing the present and former extent of the Ottoman Empire and the Russian and Austrian encroachment upon that empire.

   B. Western Europe - showing the strategic value of the Rhine River and Alsace and Lorraine to the French defense against Germany.

2. Worksheet - key terms, concepts, and questions concerning WWI.

Procedures

1. Class discussion is held about the alliance structure of Europe in 1914 and about the major causes of WWI. List the alliances and the causes on the chalkboard as they are brought up in the discussion. The discussion is managed so that the full impact of each cause is fully covered.

2. Discussion is held on the concepts: *limited war*, *total war*, *local war*, and *global war*. Instructor asks for examples of each.

3. The Balkan situation in 1914 is discussed in terms of the concept *power vacuum*.

4. The instructor explains the problems that were brewing in Europe in terms of Anglo-Franco-German relations.

5. Students are given the worksheet.

Assignments

1. Worksheet to be turned in Monday, February 20.

2. Read pages 53-60 in *Nations in Action*.

Day 6

Note: This day was not originally included in my plans for this unit; however, my class was involved in a week of special Black History programs which left a week's time span between Day 5 and Day 6 lesson plans. Considering this, a recapitulation and re-orientation to the unit seemed advisable before going on with my planned lessons.

Objectives

1. Students can exhibit a retention and understanding of material covered in the five prior days of the unit.

Materials

Student worksheet of key terms, questions, and concepts concerning WWI.

Procedures

1. Instructor asks for any questions students may have concerning worksheet or any prior material.

2. Instructor asks students specific questions to determine their achievement of prior objectives.

3. Remediation is given where need is shown.

4. Worksheets are taken up and checked so that students may have feedback about their knowledge and performance.

Day 7

Objectives

1. Students can explain how Kaiser Wilhelm's ambitions brought Germany to war with the other major nations of Europe.

2. Students can describe the conditions of tsarist Russia in 1914.

3. Students can define the concept *balance of power* and give examples.

4. Students can explain how a balance of power system can either increase or decrease tensions by citing examples of both conditions happening in Europe from 1893 to 1914.

5. Students can describe how the European balance of power became unbalanced in 1914.

6. Students can define the terms *trench warfare*, *mobilization*, and *two-front war*.

Materials

1. Transparencies

   A. The balance of power in Europe in 1893, 1900, and 1907.

   B. Steps toward WWI - indicating the progression of movements by the nation-states in Europe that culminated in global war.

   C. Western Europe - showing the Rhine River, the direction of the German attack through Belgium, and the line of trench warfare in France.

2. British neutrality advertisement from the *Manchester Guardian*, August, 1914.

Procedures

1. Instructor explains the conditions of tsarist Russia in 1914.

2. Instructor briefly describes the men controlling Germany in 1914 and their aims.

3. Discussion: Lecture is held on the balance of power concept and how it both helps keep the peace and intensifies the possibility of global war. This paradoxical nature is illustrated by Europe c. 1893-1914. Points to be made are the following:

   A. A clear definition of the balance of power

   B. The dual nature of the balance of power concept in preventing war

   C. The make-up of the balance of power from 1893-1907 and the reasons that it did not last.

4. The instructor lectures briefly on the steps to the outbreak of WWI and on how and where it was fought.

Evaluation

Evaluation, in the form of an examination, will be held at the conclusion of the next unit which deals with the aftermath of World War I. This exam will be both formative (since the material will be covered again on the quarterly exam) and summative. Student response to questions and accuracy of responses on the worksheet will be used for formative evaluation.

References Cited

Assasination at Sarajevo. Jackdaw No. 37. Jackdaw Publications. New York: Grossman Publishers, Inc. 1969.

McCarthy, M. C. ed. *Nations in action: International tensions*. Boston: Allyn and Bacon Inc., 1977.

Worksheet

Ch. 3 Eighth Grade Social Studies
Read and study Ch. 3
Pages 45-61

Name _____ Date _____ Period _____ Score ____

Part I. Key terms and concepts

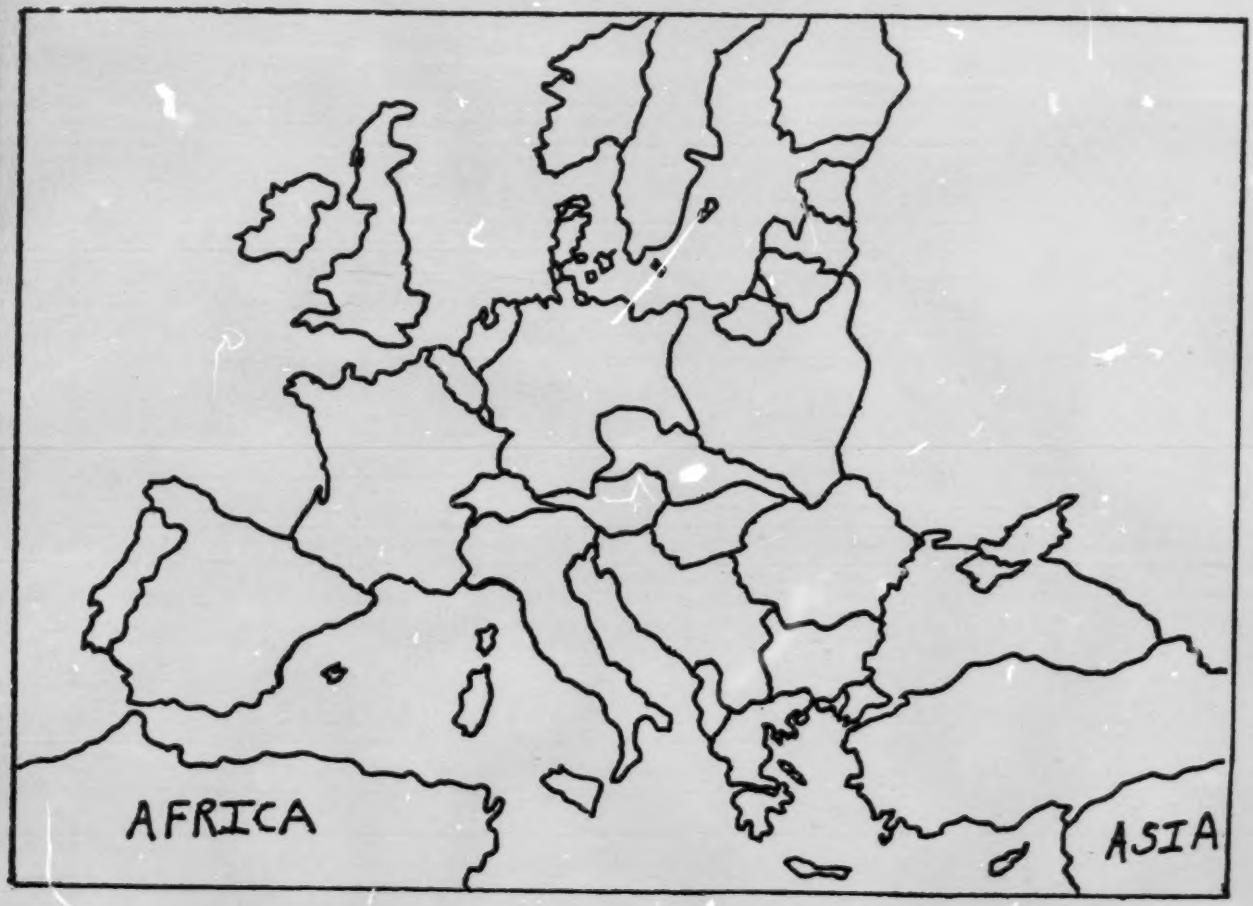
1. Détente
2. Imperialism
3. Idealogy
4. Nationalism
5. Superpower nations
6. Totalitarian
7. Espionage
8. Communist Manifesto
9. Dual Alliance
10. Triple Alliance
11. Triple Entente
12. Militarism
13. Neutral
14. Industrialism
15. Global War
16. Local War
17. Kaiser Wilhelm II
18. Serfdom
19. Tsar Nicholas II
20. Balance of Power
21. Mobilization

Part II. Questions

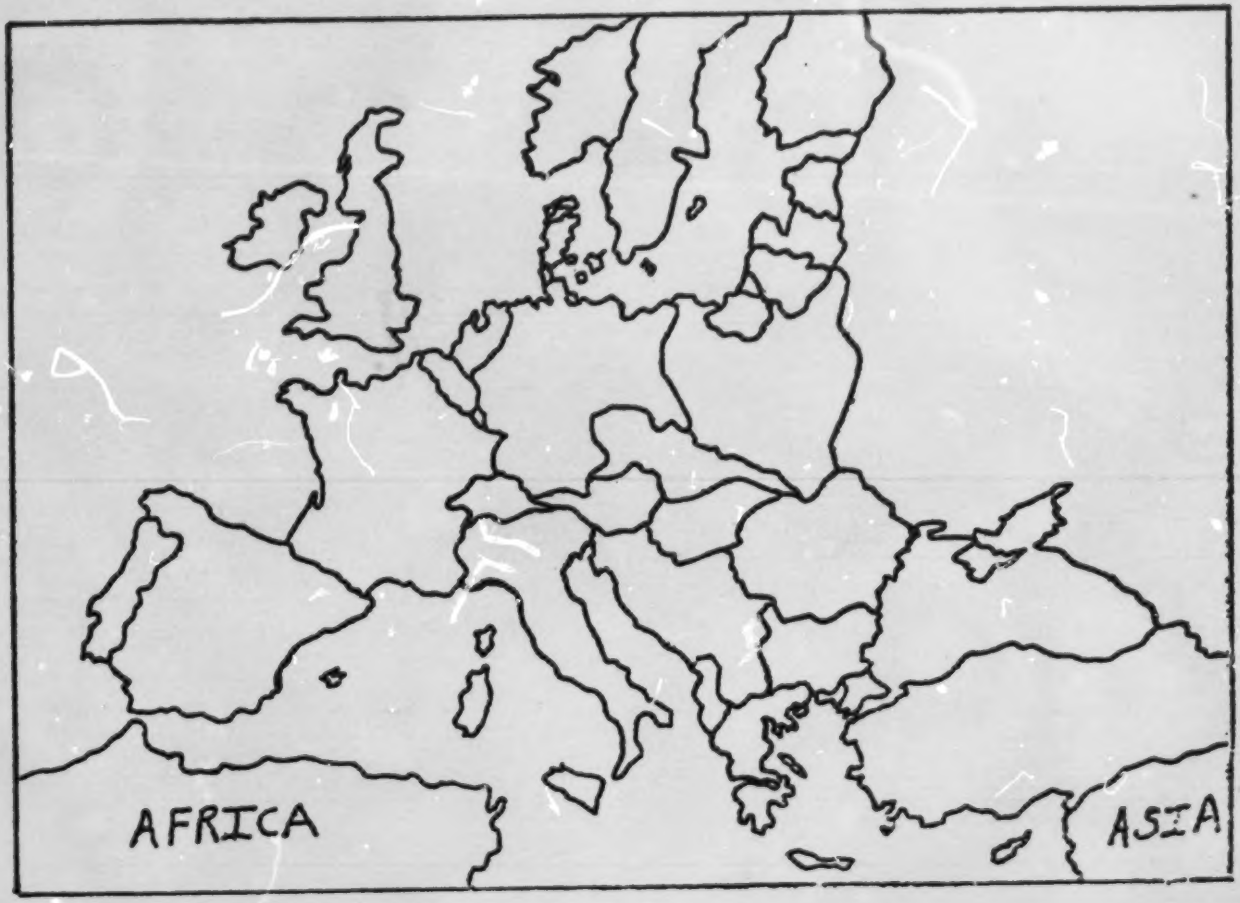
Directions:

Read pages 45-61 and answer the following questions:

1. Why did Russia and Austria have such deep interest in control of the Balkans? Explain.
2. Give some examples of local wars (3) and three of widespread or global wars.
3. Why did France want revenge against Germany? Explain.
4. Explain why Britain was fearful of Germany.
5. List the nations in Europe that were imperialistic. Explain how their imperialism increased tension.
6. What are the four forms of imperialsim and what does each mean?
7. Why is a great state that is weak and insecure a dangerous influence in international politics? Explain.
8. Discuss and list Kaiser Wilhelm's ambitions for Germany.
9. Do balance of power policies exist in the world today? Give reasons and examples. Discuss in a half page or more.



Europe c. 1915



Europe c. 1919

8th Grade Social Studies Name _____

Map of Europe - 1915
Label the following areas.

1. Spain
2. Portugal
3. France
4. Belgium
5. Luxembourg
6. Great Britain
7. Netherlands
8. Denmark
9. Germany
10. Russia
11. Rumania
12. Bulgaria
13. Ottoman Empire
14. Greece
15. Serbia
16. Albania
17. Montenegeo
18. Austria-Hungary
19. Italy
20. Switzerland
21. Mediterranean
22. Black Sea
23. North Sea
24. Atlantic Ocean
25. Baltic Sea
26. Rhine River

Map of Europe - 1919
Label the following areas.

1. Spain
2. Portugal
3. France
4. Belgium
5. Luxembourg
6. Great Britain
7. Netherlands
8. Denmark
9. Germany
10. Russia
11. Rumania
12. Bulgaria
13. Turkey
14. Greece
15. Yugoslavia
16. Albania
17. Hungary
18. Austria
19. Italy
20. Switzerland
21. Czechoslavakia
22. Poland
23. Lithuania
24. Latvia
25. Estonia
26. Finland
27. Mediterranean
28. Black Sea
29. North Sea
30. Atlantic Ocean
31. Baltic Sea
32. Rhine River

1. What new countries were formed after World War I?

2. Who did the territory belong to before it became a new nation? (not the same for all of the new nations)

Ninth Grade Consumer Economics Plans

Group Description

1. Age range of group. The students range in age from 14 to 16 years; most of them are 14 years old.
2. Ability range of group. The group varies widely in ability. A few of the students are in the Clarke Central gifted program. Two were tested to read on the fourth grade level. The class is a very mixed-ability group. One 14-year-old student is married.
3. Socioeconomic distribution. The class is basically an equal mix of blue-collar/white-collar middle class. Some of the students' fathers are professors, some live in the housing projects in the Athens area, some have mothers as the sole supporter of the family, and two students work full time after school.
4. Typical demeanor of students. This class is well-behaved. There are two males and twenty-one females. There are nine black students in the group, and all seem to be relaxed and enjoy each other's company.
5. Typical interest and involvement of students. (No information was available on this topic.)
6. Prior relevant material studied. The students have been involved in learning the function of supply and demand in the marketplace. The most recent session was spent identifying different types of gimmicks that companies use in advertising: bait and switch, endorsements, numerical claims, etc. (note: the bulletin board was created for this purpose). They have been involved with discussions of proponents' and critics' views of advertising.

Five Day Plan for Consumer Choice: A Marketing Game

Objectives of the Consumer Choice Game:

1. The student should be able to state the consumer's role in the marketplace.

2. The student should be able to define, discuss, and give examples of trade-offs in the marketplace.

3. The student should be able to explain how supply and demand help determine the price of a product.

4. The student should be able to understand that it is the consumer in a free market economy who ultimately determines what types, quality, and quantity of goods will be produced.

5. The student should be able to see that the exercise of free choice requires companies to operate with the consumer or fall by the wayside.

6. The student should be able to describe the self-regulation that consumer choice exercises on a market system.

Included in this portfolio are copies of the suggested learning materials that are to be used in the game. The lesson plans are not completely detailed because the directions for the game coordinator are included in this brief.

NOTE: Most of the material that I use in my classroom is teacher-prepared. This is the first time that I have attempted to use a prepared simulation with a class.

Lesson Plan

Monday

1. The class will be divided into five groups of approximately four students per group. Groups will be randomly selected by a lot method.

2. Round one will start after the first form of the game has been handed to each of the students. The form and directions will be read orally in class to lessen any chance of confusion.

3. The students will organize their groups in specific sections of the classroom. A leader will be chosen for each group to assure orderly actions.

4. The group leader will clarify the instructions for the first round if any of the students are unsure of the process.

5. Round one will start. The playing session will last approximately thirty minutes.

6. The group leader will collect the material that has been used and place it in a folder designated for that group.

Tuesday

1. The class will again form their teams after roll has been taken.

2. The groups will assemble and the leaders will obtain copies of the *Group Organization Memorandum* and the *Basic Costs Sheet* and pass out a copy to each group member.

3. The groups will decide on names for their companies.

4. The group vice-president will appoint people to the following departments of the company: (A) Market Research Department, (B) Product Research and Development Department, (C) Advertising Department. All departments will be guided by the *Basic Costs Sheet* and will report to the group vice-president before making any final decisions.

5. Group action will close five minutes before the end of the class so that materials can be collected.

Wednesday

1. Class roll will be taken. The group vice-presidents will assemble the groups to their respective corners (areas).

2. The group vice-presidents will collect and pass out the *Market Research Memorandum* and the *Consumer Survey Sheet* to each member of the group.

3. The group vice-presidents will read the directions to the team members and each team will randomly select class members for the market research.

4. The teacher will be responsible for collecting the research forms and distributing them to each group for analysis.

5. The teams will analyze the data that has been collected.

6. The team vice-presidents will collect the material and store it for use the next day.

Thursday Videotaping*

1. The group vice-presidents will pass out the information sheets to the team members after the roll has been called.

2. The players in each group will decide on their team's advertising budget. The instructor will make sure that each team's budget reflects the style of its advertisement.

3. The team vice-presidents will collect the material to get it ready for the next session.

Friday

1. The ads for each team will be passed out to the students. Some consumers will receive more than one ad, but this is representative of the fact that not all consumers will see every ad that is produced.

2. The students will receive *Consumer Choice Dollars* and *Consumer Score Cards*. The purchasing round will begin.

3. When the round is over, students will compare their scores. The corporation who earns the most product dollars wins.

Monday

1. Debriefing of the key concepts of the simulation.

References Cited

"The Consumer Choice Game." Cincinnati, Ohio: The Procter & Gamble Company, 1976.

The Consumer Choice Game

The Consumer Choice Game

To the Game Coordinator:

This game provides an opportunity to put theory into practice. After you have covered the concepts and followed the discussion and activities in the Consumer Choice Resource Manual, this exercise will help you stimulate interest and discussion, drive home key economic concepts, and demonstrate why consumer choice is called the driving force of a market economy.

While this game is a component of Procter & Gamble's Consumer Choice Teaching Kit, it is a learning experience in itself. The game provides an exciting way to learn about the realities of the marketplace, and the benefits and responsibilities of free choice.

As they assume the decision-making roles of both consumer and producer, your students will gain a practical understanding of the relationship between consumer choice and the development of new products. How well they do as consumers depends on their skill in satisfying their personal needs and wants with limited resources. The "winning" producers are those who best analyze and respond to consumer preference.

There are five rounds of play in THE CONSUMER CHOICE GAME. In Round One, players rank their consumer preference for bar soaps. These personal value decisions provide the basis for scoring in Round Five. In Rounds Two, Three, and Four, each player is a member of a team that must design a new product in response to consumer interests. Each corporate team: interviews consumers, designs a product within a limited budget, names the product, and designs an advertisement which communicates their product's benefits. In Round Five, players purchase the bar soap that best matches the personal preferences they indicated in Round One.

Object of the Game

As a consumer, the object is to purchase a product that best matches one's own preferences and thereby gain the highest number of value points. As a producer (corporate team member), the object is to develop a product that satisfies the most players (consumers) as demonstrated by the greatest number of actual sales.

Number of Players

THE CONSUMER CHOICE GAME is best played with groups of 12 or more people. Consumer decisions in the game are made by every player independently. When the game calls for team decisions, all players should be divided into at least four, and no more than six, corporate teams.

Time Required

The game will take between three and five class periods to play and can be played on consecutive days or spread out over a period of time (i.e., playing on Fridays after a quiz or on days when class periods are shortened).

Directions for Playing the Game

Playing this game is easy. Players simply follow the instructions on each of the forms they receive at given points throughout the game. Your job is to: 1) ensure that each of the forms is duplicated in sufficient quantities and then handed out and collected at the right time; 2) see that participants understand the instructions on each form (you may want to read each form to the class as it is handed out); and 3) conduct the debriefing session as outlined on the back of this folder.

The following round-by-round directions will help you move the game along smoothly.

Round One: Duplicate enough copies of the *Consumer Profile Sheet* **(Form I)** to give one to each player. Help the students complete their Profiles as instructed. Be sure to note that the ranking of

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preferences is important to the final scoring. After students have completed their Profiles, collect the forms and hold them until Round Five.

Round Two: Divide the class into at least four corporate teams. The larger the class, the more teams there should be, but it is best to have no more than six teams. (Each team creates and sells a new product. Round Five is prolonged if too many products are involved.) After you have decided on the number of teams, duplicate enough copies of the *Group Organization Memorandum* **(Form II)** and the *Basic Costs Sheet* **(Form III)** to give one of each to each team.

Assign one team member to be the leader or "Group Vice President" for the company. The leader should review the forms with the rest of the team and assign the tasks indicated to specific team members. Each team should also decide on a name for their company.

Round Three: Duplicate a copy of the *Market Research Memorandum* **(Form IV)** and the *Consumer Survey Sheet* **(Form V)** for each Group Vice President. Also give each team a blank ditto master on which to develop its own questionnaire. Once each team has developed a questionnaire, duplicate the appropriate number based on the team's market research budget. Determine who gets each questionnaire by randomly selecting players' names from a hat. Repeat the process for each team's survey, using the names of all players each time. Some students may receive more than one questionnaire and some may receive none, but this method ensures that the questionnaires are answered by a sample of players that are representative of the entire class. Collect the completed questionnaires and return them to the appropriate teams for analysis.

Round Four: Duplicate and distribute the following to *each* group Vice President:

- One *Product Research and Development and Marketing Memorandum* **(Form VI)**
- One *Corporate Budget Sheet* **(Form VII)**
- One blank ditto master (for advertisement)
- Enough blank *Product Cards* so the team could give one to each member of the class **(Form VIII)**

You will need to review each team's budget to see that it does not exceed $100,000. In addition, you should review the advertisements to see that companies *do not* advertise features that are not included in their budgets.

Once you are satisfied that the budgets are in order and that the advertisements accurately reflect actual product characteristics, make as many copies of each team's advertisement as their budget calls for.

Round Five: After duplicating the correct number of advertisements for each company, mix all of the ads together and distribute them to the players. Make sure no one receives his or her own ad. Some consumers will receive more than one ad, but every consumer will not receive every ad. (This represents reality in that not all consumers see every advertisement for every consumer product produced.) In addition to the ads, duplicate enough *Consumer Choice Dollars* **(Form IX)** and *Consumer Score Cards* **(Form X)** to give one to each player.

Set up a "store" by placing all product labels face up on a table. As consumers, players should study the ads they receive and then look for the product which best satisfies their personal preferences. To ensure that consumer purchasing is unbiased, players are not allowed to purchase their own team's product. (An envelope will be needed for each soap product to collect consumer dollars.)

When the purchasing round has been completed, distribute the original *Consumer Profiles* established in Round One so that consumers can compare them with their purchase and compute their scores on the *Consumer Score Card*. (Read the characteristics of each soap product from each team's *Corporate Budget Sheet* to help students compute their scores.)

The consumers who earned the most value points are winners. To determine the corporate winners, count the dollars in each product envelope. The product with the highest sales, of course, represents the winner. (There may be more than one winner.)

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Debriefing Session

After winners have been determined, allow time for a discussion of the main points covered by the game. The following list of key concepts and suggestions for discussion will help you continue the learning experience prompted by playing the game.

I. **Concept: Each of us is different and will assign different values to the many alternatives we are offered.**

Discussion:

A. Have students discuss their *Consumer Profile Sheets* explaining why they placed more value on one attribute than another.

B. Ask the students to discuss their choices in terms of the trade-offs they were willing to make. (See page 8 of Resource Manual for a discussion of trade-offs.)

II. **Concept: Market research is an important tool for companies to use in keeping up with changing consumer needs and wants.**

Discussion:

A. Have each team discuss how its market research contributed to the success or failure of its product. Did those companies that were not successful ask the wrong questions or survey less people than the successful companies?

B. Discuss the differences between the survey in the game and market research conducted by companies to discover consumer problems. (Refer to the note on Form IV.) Compare the game survey with the market research that led to the development of Pampers (see Resource Manual page 27 and Filmstrip).

III. **Concept: Consumers must make choices. Those consumers who understand values and trade-offs will make the most satisfying choices.**

Discussion:

A. Have students look back at their *Consumer Profile Sheets* and discuss why their purchase did not satisfy all of the requirements they specified.

B. Define scarcity (see Resource Manual page 7 and Filmstrip) and discuss how the principle applied in the game.

C. Have students relate the way winners were selected in the game with their actions in the real marketplace.

IV. **Concept: Companies must make choices too. For example, they have to choose which consumer problems to solve and how to spend limited resources.**

Discussion: Have each team list the choices it had to make as a company. Compare these to the ones a company might make, using the *Pampers* case history as an example. (See page 26 of Resource Manual.)

V. **Concept: Those companies that continue to do the best job of responding to consumer interests are successful; those that ignore consumers soon go out of business.**

Discussion:

A. Have each team look back at its budget. Compare the choices of "successful" teams with those that were less successful.

B. Discuss the effects of "competition" on the outcome of the game. How does this relate to the real marketplace?

Acknowledgement

We would like to thank those teachers who helped evaluate earlier versions of this game and tested them with their students. We would like to acknowledge the creative contributions of Mabel Techet, Department of Home Economics and Nutrition, New York University; Donald R. Cruickshank, College of Education, The Ohio State University; and George Biderman, Senior Associate, Glick & Lorwin, Inc.

Round One **Form I**

Consumer Profile Sheet

Name: _____

As a consumer, how do you feel about bar soaps?
Have you ever thought about what it is that you personally like about them?
Complete the ratings below to establish *your* consumer preferences.

Type of Soap

There are at least five basic types of bar soaps on the market today. They include beauty soaps, deodorant soaps, heavy duty soaps, natural soaps made without extra ingredients, and medicated soaps for special skin conditions such as acne.

Rate the soap types according to the soap you prefer to use. Rate the soap you least prefer as 1, and the soap you most prefer as 5. Other soaps will fall in between on this scale.

BEAUTY SOAP _____

DEODORANT SOAP _____

HEAVY DUTY SOAP _____

NATURAL SOAP _____

MEDICATED SOAP _____

Qualities of Soap

Consumers look for special qualities in bar soaps that appeal to their personal preferences. Some consumers are looking for lots of lather, while others are concerned with mildness. Which of the qualities listed to the right do you prefer?

Rate the qualities according to your preferences. Rate the quality you prefer least as 1, and the quality you prefer most as 5. Rate others in between.

LATHERS WELL _____

DOES NOT DRY SKIN _____

EFFECTIVE AGAINST SKIN BACTERIA _____

IS MILD _____

SMELLS FRESH _____

Size of Bar

Bar soap comes in three basic sizes. Hand soap is the smallest size. Bath size soap is a medium size bar, and shower size is the largest bar. Which bar size do you like best?

Rate your least favorite size as 1 and your favorite size as 3. The other size will rate as 2.

HAND SIZE _____

BATH SIZE _____

SHOWER SIZE _____

You have now completed your consumer preference profile. The values you have assigned to the various characteristics associated with bar soaps represent *consumer value points*. Later in the game, you will be given the opportunity to buy a bar of soap that has the qualities you listed above. You will be competing with other consumers to purchase a soap which gives you the most value points or comes closest to your preference as indicated above. Consumers who buy a soap that best matches their preferences and, therefore, get the most points, are the winners.

Round Two **Form II**

Group Organization

—Memorandum—

To: Group Vice President

Your group has been assigned the task of bringing a new bar soap product to the consumer marketplace. You have a total budget of $100,000 to carry out market research, product research and development, manufacturing, and marketing.

For most businesses, the cost of these various steps would require complicated calculations and months of study. Since it is impossible for you to develop such cost figures, we have developed some for you. They have been simplified to facilitate the game. The *Basic Costs Sheet* (Form III) outlines the costs for you. As you can see by adding up the figures, your group cannot afford to develop a soap with every consumer feature within your given budget. Like any business your group will have to make some choices and decisions. These include:

- How much money should you spend on market research?
- What kind of soap should you produce?
- What special consumer qualities should the soap possess?
- What size will the soap be?
- How much of your budget should you allocate to advertising?

In answering these questions, your team will have to design and evaluate a consumer survey, design a product that best satisfies consumers, give the product a name and prepare an advertisement that informs people that you have a product that meets their needs.

Remember, you will be competing with the other corporations to sell your soap. They, too, will be considering the same questions that you are.

During Round Five, consumers will purchase one soap product. As you remember from Round One, consumers assigned value points to each characteristic associated with a bar soap. They will be shopping to find the soap product that gives them the most value points. Your task is to try to develop a soap product that offers the most value points for the most consumers, since you want the most consumers to buy *your* soap. (To ensure that consumer purchasing is unbiased, you will not be allowed to purchase your own team's product.)

The company that best meets consumers' expressed values, as measured by purchase of their soap, will be the winner.

At this point, as Group Vice President, you should organize your team by assigning people to the following departments (appoint one person as Director of each department):

Market Research Department—Responsible for developing, preparing and analyzing the market survey in Round Three. This group will also consult with you about the amount of money to be spent on market research.

Product Research and Development Department—Responsible for deciding (along with the rest of the team) which characteristics should be designed into the company's product in Round Four. This group should work closely with you to ensure that the product can be developed within the allowed budget.

Advertising Department—Responsible for designing and writing an advertisement in Round Four. This group is also responsible for designing and writing product information on the *Product Cards* (Form VIII). The Advertising Department should ensure that only those product characteristics that are budgeted for are included in the ad and the package. This group should consult with the Group Vice President on the amount of money to be spent on advertising.

As Group Vice President, you are responsible for making all final decisions and preparing your corporate budget. You should consult with your entire team before making final decisions and be guided by the *Basic Costs Sheet* (Form III).

Form III

Basic Costs Sheet

Check or circle your budget decisions

Market Research

TO SURVEY ⅓ CLASS will cost	$ 5,000.00
TO SURVEY ½ CLASS will cost	10,000.00

Basic Development and Manufacturing

BEAUTY SOAP will cost	25,000.00
DEODORANT SOAP will cost	30,000.00
HEAVY DUTY SOAP will cost	30,000.00
NATURAL SOAP will cost	20,000.00
MEDICATED SOAP will cost	30,000.00

Additional Manufacturing Costs

HAND SOAP will cost	10,000.00
BATH SOAP will cost	15,000.00
SHOWER SOAP will cost	20,000.00

Add-On Costs

LATHERS WELL	15,000.00
DOES NOT DRY SKIN	20,000.00
EFFECTIVE AGAINST BACTERIA	20,000.00
MILD	15,000.00
SMELLS FRESH	10,000.00

Marketing and Advertising Costs

½ CLASS will cost	5,000.00
¾ CLASS will cost	10,000.00
ENTIRE CLASS will cost	15,000.00

TOTAL _____

Total budget must not exceed $100,000

Round Three **Form IV**

Market Research

—Memorandum—

To: Director of Market Research

Market research is an important tool in product development. Companies use market research to discover consumer problems with existing products or their current way of doing a certain task.

By interviewing consumers and asking them what they like and dislike about products and how they complete certain tasks, a company can get some idea of why consumers are dissatisfied. The company then can determine whether and how to solve the problem with an improvement in an existing product or the development of a totally new one. Market research helps companies design products that respond to consumers — products that have a better chance of success in the marketplace.

In order to develop a bar soap that will be of interest to the greatest number of consumers, your company will need to do some market research. The Market Research Department is responsible for this part of the development of the new product. Be sure to cover each of the steps listed below:

1. You will have to develop a questionnaire with which to survey consumers. Form V is a sample questionnaire which you may use or modify by adding or deleting questions. Or, you can design your own questionnaire. Remember, the questions you ask should give you answers that will help you design a product that responds to consumer needs and wants.

2. The *Basic Costs Sheet* lists two alternative costs for market research. The difference in costs is based on the number of consumers you decide to survey. The more money you spend, the more consumers you will be able to survey. You can choose to spend $5,000 and survey one-third of the class, or you can spend $10,000 and survey one-half of the class. Whatever you decide to spend on market research must be accounted for in your company's total product budget.

3. Once you have designed your questionnaire, give it to the Game Coordinator who will make as many copies as your budget entitles you to have, and will distribute and collect them for you.

4. When the consumer survey is completed, it is important to study the questionnaires carefully. Tabulate the answers to each question to see what characteristics the greatest number of consumers are looking for. Once you have analyzed the consumer responses, and have decided which characteristics are most important, your company is ready to design and produce a new soap product.

Note:

For purposes of the game, your task — developing a bar soap — has been determined in advance and you must simply find out what characteristics to build into your product. In reality, market research would help the company find out if there was a consumer problem which a new bar soap, or an improvement in an existing one, would solve. For this research, the company would scientifically select and question a limited number or sample of consumers who would represent all those consumers who might buy this kind of product. Such characteristics as age, sex, income and education would be considered in selecting the sample. In this way, the company can get the "big picture" without talking to every person. For this game, you can "sample" your class, but you should keep in mind that your class is not necessarily representative of others.

Form V

Consumer Survey Sheet

From Company _____

1. In the past month, what brands of bar soap have you used? Please list by brand name.

_____

2. How would you describe your skin? Check any that apply.

____dry ____normal ____oily ____smooth ____rough ____blemished ____acne

____sensitive ____allergic OTHER (explain) _____

3. Sex: ____Male ____Female 4. Age:____

5. Below are some qualities which are found in various bar soaps. Some of them are probably a lot more important to you than others, in helping you decide what brand to buy. Please indicate for each quality whether you think it is extremely important, very important, fairly important or not too important.

Please rate *each* quality on its importance to you. "X" *one* box for each line.

	EXTREMELY IMPORTANT My soap *must* have this quality.	VERY IMPORTANT A quality I want very much but isn't vital.	FAIRLY IMPORTANT A quality I'd like, but not as important as others.	NOT TOO IMPORTANT It doesn't matter if my soap has this quality.
Contains an effective deodorant	☐	☐	☐	☐
Effective against skin bacteria	☐	☐	☐	☐
Good for face washing	☐	☐	☐	☐
Good for bath or shower	☐	☐	☐	☐
Helps prevent acne problems	☐	☐	☐	☐
Good for complexion care	☐	☐	☐	☐
Makes a lot of lather	☐	☐	☐	☐
Is mild	☐	☐	☐	☐
Nice fragrance	☐	☐	☐	☐
Leaves you feeling fresh	☐	☐	☐	☐
Cleans thoroughly	☐	☐	☐	☐
A masculine soap	☐	☐	☐	☐
Does not dry skin	☐	☐	☐	☐
Good for extra dirty hands	☐	☐	☐	☐
Recommended by doctors	☐	☐	☐	☐

Round Four **Form VI**

Product Research and Development and Marketing

—Memorandum—

To: Director of Product Research and Development Department
Director of Advertising Department

Your company is now ready to design a new soap product. The Product Research and Development Department is responsible for deciding what characteristics should be built into the new product. The Advertising Department is responsible for developing a product name, an advertisement, and a Product Card that will communicate to potential consumers the benefits and characteristics the product offers.

Product Research and Development Department—Using the report from the Market Research Department and the *Basic Costs Sheet* you received in Round Two, decide which characteristics you can include. List your product budget using the sheet provided (Form VII). Don't forget that money has already been spent on market research. Also, be sure to leave some money in your budget for advertising.

Advertising Department—Once the product budget and design have been completed, you must develop a product name and a marketing plan. Since time does not permit you to explore the wide variety of existing marketing techniques, you will have to rely on the distribution of a single-sheet advertisement. The teacher will supply you with a ditto master on which you can write your advertisement. Since consumers will compare various soaps against each other, include in your advertisement only those characteristics for which you have budgeted. *You may only advertise characteristics included in your budget.* Your advertisement must use the "exact wording" found on the *Basic Costs Sheet* for each product characteristic. You may add other words of course, but do not include other characteristics from the cost sheet unless you have budgeted for them. Plan and draft your advertisement on plain paper until you are satisfied with it. Then, put it on the ditto master.

For example, if your budget allowed for a shower size soap you cannot advertise it as a hand soap as well. If you budgeted for "lathers well" you cannot claim that your product "smells fresh" unless you also budgeted for that characteristic, too.

When you have completed your advertisement, turn it in to the teacher. Your teacher may also ask to review your corporate budget, to see that your advertising is accurate before reproducing and distributing your advertisement to the class in the exact quantity you have budgeted for.

Finally, complete your *Product Cards* (Form VIII) by filling in the name of your soap. You will exchange *Product Cards for Consumer Choice Dollars* in Round Five.

Form VII

Corporate Budget Sheet

(Total budget must not exceed $100,000)

Group Vice President: _____

Product Name: _____

Specify below the options your group has selected and record the cost for each from the *Basic Costs Sheet*.

Market Research ..... $_____
(Specify portion of class_____)

Basic Development/Manufacturing:
category of soap ..... $_____
(Specify category(s) on dotted line(s))
..... $_____
..... $_____

Additional Manufacturing Costs:
size of soap ..... $_____
(Specify size(s) on dotted line(s))
..... $_____
..... $_____

Add-On Costs
(Specify additional characteristic(s) on dotted line(s))
..... $_____
..... $_____
..... $_____

Marketing/Advertising Costs ..... $_____
(Specify portion of class_____)

Total $_____

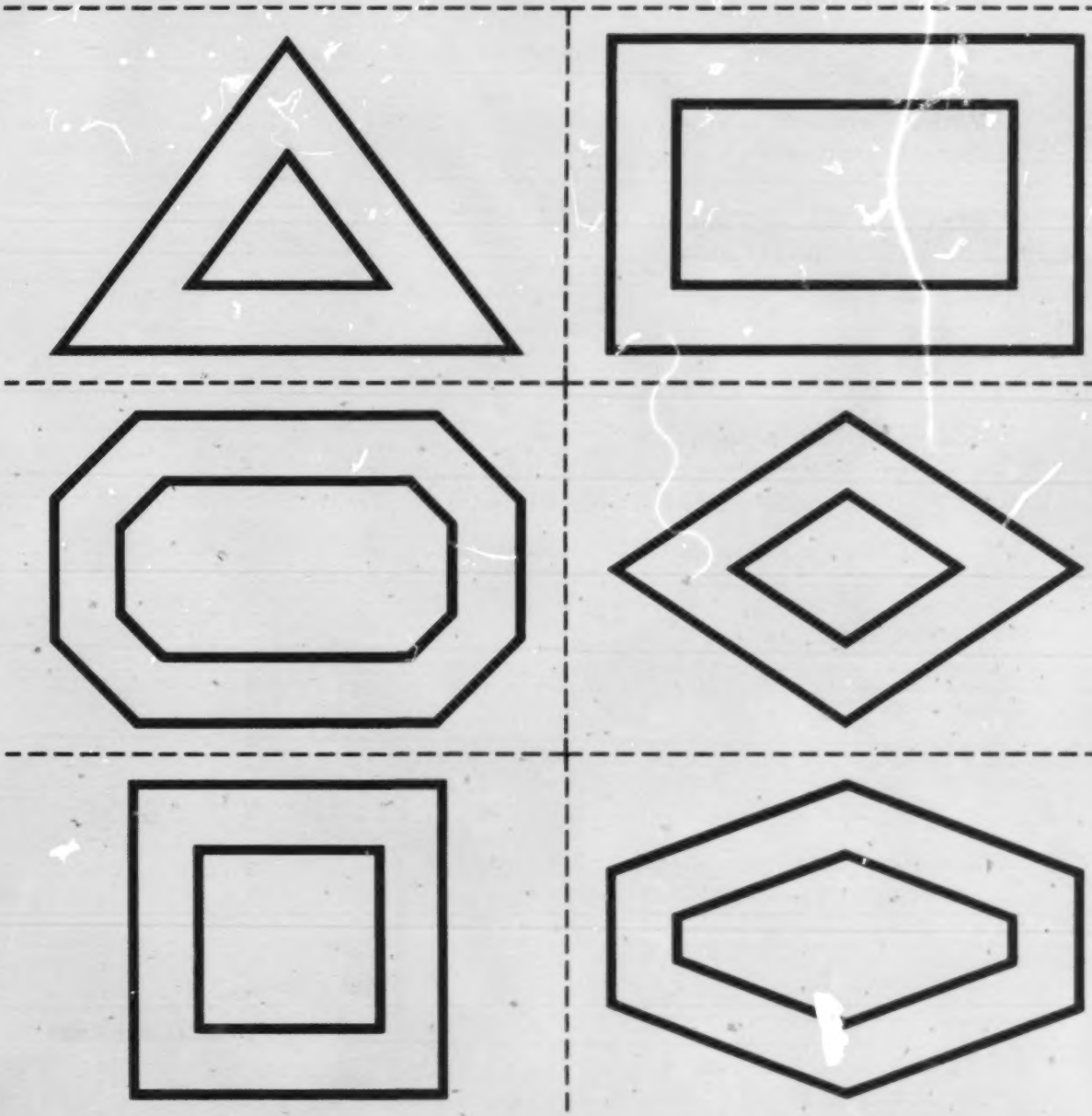
(not to exceed $100,000)

Form VIII

Product Cards

Note to Teacher:

Cut *Product Cards* apart on the dotted lines after duplicating enough to give each player one of each design. Give one design to each corporate team so they can write the name of their soap on each of the blank *Product Cards*. These will be purchased by consumers in Round Five.



Form IX

Consumer Choice Dollars

Cut dollars apart after duplicating enough to give each player one dollar (there are 12 on this sheet).

ONE CONSUMER $ CHOICE ONE	ONE CONSUMER $ CHOICE ONE
ONE CONSUMER $ CHOICE ONE	ONE CONSUMER $ CHOICE ONE
ONE CONSUMER $ CHOICE ONE	ONE CONSUMER $ CHOICE ONE
ONE CONSUMER $ CHOICE ONE	ONE CONSUMER $ CHOICE ONE
ONE CONSUMER $ CHOICE ONE	ONE CONSUMER $ CHOICE ONE
ONE CONSUMER $ CHOICE ONE	ONE CONSUMER $ CHOICE ONE

Round Five **Form X**

Consumer Score Card

Consumer's Name _____

Name of Soap Product Purchased _____

VALUE POINTS:

Consult the advertisement for the soap you purchased. Write in the spaces provided the specific characteristics of the soap. Then, write in the value points that you have earned by referring to your *Consumer Profile Sheet* from Round One. Each time your purchase matches a characteristic listed, you earn the value points you indicated. Total the value points to find your score. The consumers with the highest total of value points are the winners.

	VALUE POINTS
TYPE OF SOAP _____	_____
SIZE OF BAR _____	_____
OTHER QUALITIES:	_____
_____	_____
_____	_____
_____	_____
TOTAL SCORE	_____

Give your *Consumer Score Card* to the Game Coordinator who will announce the consumer winners and the corporate winner.

ANSWER SHEET **STUDENT WORKSHEET #1**

MAKE YOUR CHOICE

Choose the phrase that best completes the sentence.

b 1. All of the following are research and development steps except: a) test marketing, b) competition, c) redesigned product, d) product development.

b 2. Producing products at high speed, at a low unit cost, and with consistent quality is known as: a) research, b) mass production, c) an oligopoly, d) specialization.

a 3. Money to cover the costs involved in maintaining a company's ability to respond to consumers comes from all the following except: a) test markets, b) profits, c) sales of company stocks and bonds, d) borrowing from banks.

b 4. Prices will normally be higher when: a) demand is low and supply is high, b) demand is high and supply is low, c) demand and supply are in balance, d) demand is high and supply is high.

c 5. Once a company has developed a successful product, it must: a) do nothing further, b) begin giving samples of the product, c) continue to look for ways to make it better, d) look for ways to increase the price.

c 6. In the U.S. market system, the conflict between limited resources and unlimited ways of using them is resolved by: a) government planning, b) the President, c) free choice, d) special interest groups.

b 7. When asking for "protection" in the marketplace, consumers should: a) ask for everything they can get, b) consider the cost compared with the expected benefit, c) leave the decision up to others, d) look to government first.

a 8. An example of a collective choice is: a) pollution control regulations, b) buying a family car, c) buying stocks, d) choosing between alternatives.

d 9. Consumers can make wise decisions by: a) knowing facts and issues, b) identifying goals, c) buying at the right time and place, d) all of the above.

d 10. Consumer choice is influenced by: a) values, b) personal goals, c) life-styles, d) all of the above.

a 11. Competition forces a company to: a) look for better, more efficient ways to solve consumer problems, b) increase prices, c) increase supply, d) ignore consumers.

b 12. The driving force in the U.S. market system is: a) business, b) individual choice, c) government, d) special interest groups.

d 13. Average profit for all U.S. companies is about: a) 75¢ on each dollar of sales, b) 50¢ on each dollar of sales, c) 25¢ on each dollar of sales, d) 5¢ on each dollar of sales.

d 14. When we buy one thing, we automatically give up something else, whether we are aware of it or not. This is known as: a) law of supply and demand, b) variable cost, c) fixed cost, d) a trade-off.

ANSWER SHEET **STUDENT WORKSHEET #2**

TRUE OR FALSE?

Can you tell which statements are true (T) and which are false (F)?

F 1. It takes very little time, talent, effort, or money to develop a new product.

T 2. Test marketing enables a company to see if consumers will buy a new product under actual marketplace conditions.

F 3. Any new product can survive in the marketplace if it is advertised enough.

T 4. The average profit for all U.S. companies is about 5 cents on each dollar of sales.

F 5. Business has access to unlimited resources so it does not have to make economic choices.

T 6. The law of supply and demand helps determine the price of a product.

T 7. Profits help business maintain its ability to continue to respond to changing consumer needs and wants.

T 8. Productivity is the measure of the efficiency with which land, labor, and capital are used.

F 9. Government agencies provide services to consumers that no one has to pay for.

F 10. More than 80% of all companies in the U.S. make a profit in any given year.

T 11. A trade-off means giving up one thing in order to buy something else.

T 12. An example of a collective choice is the environmental protection regulations now in force.

F 13. The only controls on the free market system are government and private agencies.

T 14. Market research enables a company to find out about changing consumer habits, desires, needs.

T 15. Competition forces a company to continually search for better, more efficient ways to solve consumer problems.

F 16. A business enterprise can produce any item it wants without worrying about consumer demand.

T 17. Personal life-style is a factor in determining the choices that an individual makes.

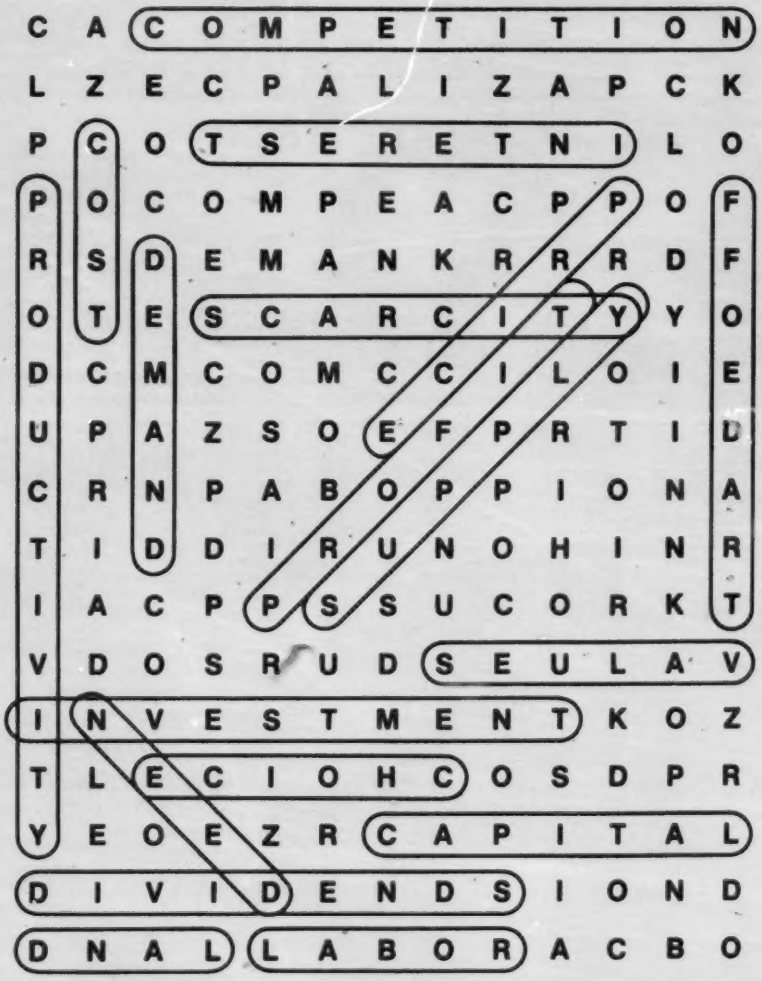
T 18. Choice by individual consumers controls what consumer product companies can do in the marketplace.

F 19. Business is "King" in the free market system.

ANSWER SHEET **STUDENT WORKSHEET #3**

CIRCLE-THE-WORD

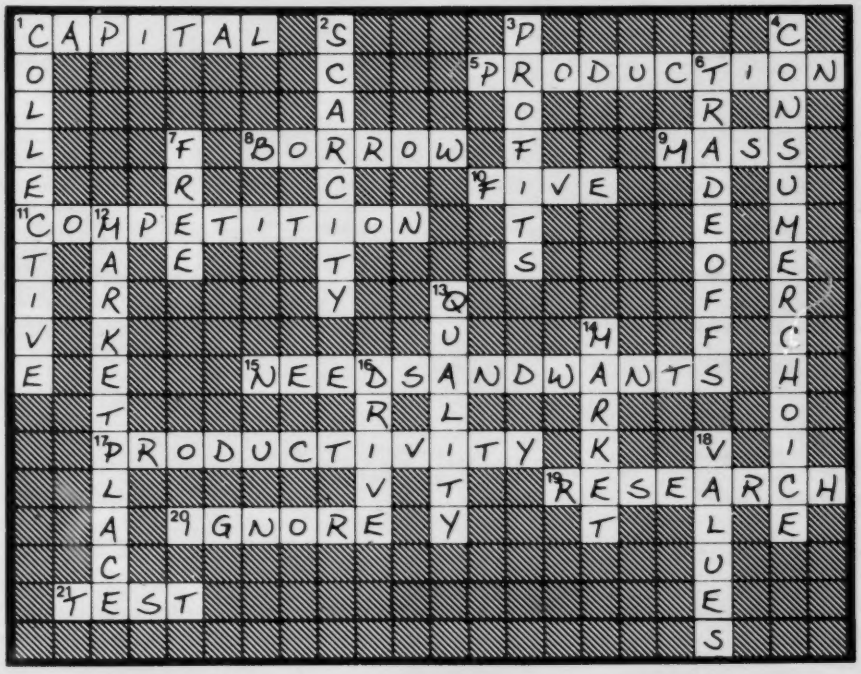
In the following puzzle, 18 economic concepts are spelled forward, backward, vertically, horizontally, and diagonally. Circle the complete word.


C A C O M P E T I T I O N
L Z E C P A L I Z A P C K
P C O T S E R E T N I L O
P O C O M P E A C P P O F
R S D E M A N K R R R D F
O T E S C A R C I T Y Y O
D C M C O M C C I L O I E
U P A Z S O E F P R T I D
C R N P A B O P P I O N A
T I D D I R U N O H I N R
I A C P P S S U C O R K T
V D O S R U D S E U L A V
I N V E S T M E N T K O Z
T L E C I O H C O S D P R
Y E O E Z R C A P I T A L
D I V I D E N D S I O N D
D N A L L A B O R A C B O

ANSWER SHEET **STUDENT WORKSHEET #4**

CROSSWORD PUZZLE

The following puzzle covers key economic concepts.


1 CAPITAL
2 S
3 P
4 C
O C
5 PRODUCT 6 TION
L A O R N
L 7 F 8 BORROW F 9 MASS
E R C 10 FIVE D U
11 COMPETITION T E M
T A E T S O E
I R Y 13 Q F R
V K U 14 H F C
E E 15 NEED 16 S ANDWANTS H
T R L R O
17 PRODUCTIVITY K 18 V I
L V T 19 RESEARCH
A 20 IGNORE Y T L E
C U
21 TEST E
S

ACROSS

1. Monies for land, factories, and machinery to make a product are _____ investment.
5. Land, labor and capital are known as factors of _____.
8. One way a company can get money to cover the costs of developing new products is to _____ from a bank.
9. Producing large quantities of products efficiently and at a rapid rate is known as _____ production.
10. The average profit of all U.S. manufacturing companies is about _____ cents on every dollar of sales.
11. A company that develops a successful product cannot rest for long on that success because of _____.
15. Successful companies are those that are doing the best job of responding to consumer _____ (three words).
17. One way a manufacturer can keep pace with rising costs is to increase _____.
19. Once a company has verified the consumer need for a product and has decided it has the technological capacity to produce the product, _____ and development begins.
20. A company cannot afford to _____ consumers if it wants to remain in business.
21. Before making a new product available on a nationwide basis, a company will probably introduce it in a limited geographical area called a _____ market.

DOWN

1. All members of society often make choices together; these are known as _____ choices.
2. Resources are limited and wants are unlimited. This is the concept of _____.
3. If a manufacturer gets back more from the sale of a product than all of the costs of producing and selling it, the remaining dollars are _____.
4. The driving force of a market economy (two words).
6. When individuals buy one thing, they give up something else. They make _____.
7. Since one may choose not only from products that fill basic needs but also from those that make life more comfortable, enjoyable, and convenient, the consumer is said to have a _____ choice.
12. The _____ is where producers and consumers meet.
13. Manufacturers must be able to produce products at a rapid speed but with consistent _____.
14. The process of questioning consumers to learn of their changing habits, needs, and wants is known as _____ research.
16. Consumers have the power to _____ imperfect products off the market.
18. We make choices based on our individual assignments of _____ to the various alternatives.

Interview Information
Ninth Grade Consumer Economics

6. When planning instruction, are you able to take into account the differences in your students' abilities? If so, how?

In a regular classroom situation, taking into account different abilities is much easier than it is with a simulation activity such as this game.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you use information on your students' past performance in planning instruction?

I looked at the cumulative folders to get an idea of the range of abilities in my class before school began. There is such a wide range of ability that I decided the best thing to do was to plan my instruction to meet the needs of the middle range. Then I use remedial and enrichment activities to supplement my lessons.

Differentiated assignments

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned these different assignments?

Giving the students a variety of assignments allows them to choose which ones are best suited to their needs.

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*c. Why have you planned to use these different materials?

The materials included in my portfolio were designed to achieve the objectives of the game.

Remedial or enrichment activities

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you use remedial or enrichment activities with your students?

In most of my units I do. Since I am using this game, however, I don't plan any for this unit. It is not the type of activity in which enrichment or remediation is necessary.

7. When planning instruction, are you able to take into account your students' learning styles? If so, how?

Like I said previously, this is hard to do when you are using a canned program. On Form V, however, you will notice that students are asked to state their personal preferences.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*a. Why have you planned these different materials?

They were included in the game to help develop its concepts.

Different presentation methods

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned different methods of presenting the information to your students?

During the first five days most of the time is spent in small group work. The last day, though, is all discussion. I think that using different methods of presenting makes class much less boring.

Options

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do students choose which way they may work on an assignment?

Usually they do. But the game calls for the students to produce a product in a certain style via a certain procedure. So, in this game, no, they don't.

d. How do you determine which resources and procedures to use with your students to meet their learning styles?

That is not possible for me to do when using a game like this.

8. When planning instruction, are you able to take into account the differences in your students' rates of learning? If so, how?

Yes. I provide extra time for slower students and additional activities for faster ones. Again, because of the nature of this game, it is difficult to do in this unit.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you allow students to work at their own pace some of the time?

Yes, I do.

If yes, ask: Could you give me an example?

There are several times in this unit when the students will be able to proceed at their own pace--when they are working on the crossword puzzle and the worksheets.

b. What kinds of provisions do you make for students who work more slowly than others?

I do one of two things--either I give them personal assistance or additional time to finish their work. It depends on the circumstances. If they are having problems, then I work with them. If it's just taking longer than I had anticipated, then I allow extra time.

Enrichment activities

Present, credit given _____
Present, clarify _____
Not present

*c. When students finish their work early, what do they do?

In a normal unit I have a resource center with enrichment activities set up. Because of the way the game is set up, if some of the students finish early, then they would either help the others who have not finished or they would find something else to do.

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do all learners have to master the same objectives?

That is my goal. But I am realistic enough to realize that there are some students who probably won't be able to master them all.

9. How do you evaluate student progress?

In a typical unit I would use a post-test and several progress checks. I plan to use Worksheets 1, 2, 3, and 4 as my progress checks. Then, I am preparing a test to administer after we complete the unit.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Pre-assessment

Present, credit given _____
Present, clarify _____
Not present _____

*a. How do you use the information you gather from your pre-assessment of the students?

I don't administer pre-tests as a rule.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you evaluate your students throughout the unit?

I will be using the worksheets as progress checks. I will use them to help both myself and the students know how they are progressing.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you evaluate your students at the end of a unit of study?

Yes.

If so, how?

I am in the process of preparing a test now. I just haven't had the time I needed to get it ready. Could I share it with you when you come back to observe my class?

Progress chart

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you keep track of individual progress on each objective?

No, I don't.

If so, how?

I do keep their grades in my gradebook.

10. How do you let students know where they stand on their work in your class?

I give them feedback on their tests, and I have conferences with them, but most of all I try to give them feedback about their comments during our class discussions. I feel that is extremely important.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you help students identify areas in which they are having difficulty?

As I said, by giving them feedback during our discussions. If they answer a question incorrectly, I try to ask a question which will help them understand their mistake.

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. What do you do to help students assess their own progress during a unit of study?

I use progress checks. In this unit they are designed by the company that developed the game.

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you give students information on how they do on end-of-unit evaluations?

Yes. I always give them back their graded tests. We discuss them and I answer questions.

d. Do you meet with students individually to discuss their problems?

Oh, yes.

If yes, could you give me an example?

I spend one day every quarter in conferences with my students. I have additional conferences to discuss other problems as various needs arise.

11. Do you obtain information about your students' characteristics, background, or previous performance?

I talked with the counselor and looked at the cumulative records to get an idea of the composition of my classes.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you gather information on the entire class?

Yes, I did.

If yes, ask:

b. How do you use this information to meet the needs of the class? Could you give me an example?

The needs of the class vary so widely, especially this class. Some of the students read at a fourth grade level; others are classified as gifted.

c. Do you ever use the cumulative folders to gather information on particular learner problems?

There was this one student, David, that I went to get some information on just last week. As it turns out, he has a hearing problem.

If yes, ask:

d. How do you use this information to help the learner? Could you give me an example?

I have called his parents to recommend that he be seen by a doctor. Until they have his hearing checked, I have just moved him to the front of the room so he can hear me better.

12. Have you referred any of your learners to a specialist?

In this case, all I could do was contact the parents and suggest that his hearing be tested. His preliminary screening test shows that he has very poor hearing, but no one has ever told his parents or him.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

If no, ask: Why have you not referred anyone?

If no problems, ask: What problems have you looked for?

If referrals made, ask: Could you give me an example of a referral you have made?

I referred the boy who seems to have a hearing problem. I noticed that he often did not understand what I said to him. That is what prompted me to look at his records.

If example given, ask: How have you followed up on these referrals?

There's really no follow-up to be done in this kind of case. I suggested to his parents that he be seen by a doctor. If they don't take him, there's nothing I can do about it.

If no follow-up, stop.
If follow-up, ask:

How have you used the information from the specialist to help the child in your class?

I moved him to the front of the room so he could hear me better.

13. Have you met with parents or other teachers to determine how to work with specific learner problems?

I have met with some of the parents and have called others. These children just came from middle school this year, so I don't know any of their former teachers.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever meet with other teachers to discuss particular students and their specific problems?

No, I don't.

If yes, ask: Could you give me an example?

All of their former teachers are at middle school.

If example given, ask:

b. How do you use this information to help the child in your class?

I wish I had access to some of their teachers. I would like to hear what they have to say about some of the students.

c. Do you talk with parents about their children?

Yes, I do.

If yes, ask: Could you give me an example?

I talked to the parents of the boy who has the hearing problem. I also call the parents of students who are not doing well at mid-term, so that I know they are aware of the problem in time enough to do something about it.

d. Do you give parents advice on how they can help their children at home?

Yes.

If yes, ask: Could you give me an example?

I tell them that if their child doesn't get on the ball, then he is going to fail.

14. What type of information do you use to assess your own effectiveness in the classroom?

I mainly base that decision on how well the students are doing in class and my own feelings about how the class went on a particular day.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you take into account your students' performance in assessing your effectiveness on an instructional unit?

I look at their grades for a unit. Occasionally the class as a whole does poorly on a unit. When that happens, I think it's time for me to examine my teaching strategy.

Learner questionnaires

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you use the information you gather from questionnaires to determine your effectiveness?

Yes, I have used them before. The class responds quite well to them. They enjoy telling me what they think.

c. Do you gather information on your effectiveness from peers or administrators?

I would certainly like to hear from them.

If yes, ask: Could you give me an example?

The administrators here are so busy (at least that is what they say) that they don't ever come around to visit the classes. The school is so large. I wish they would.

d. Do you use checklists, audio recorders, or videotapes to determine your effectiveness?

No, I don't.

15. What sorts of revisions have you made in your teaching so far? What has been the basis for these revisions?

Most of the units I have taught so far have been pretty successful. Like this one--the kids have a good time and learn to apply their knowledge at the same time. There are a couple of units which weren't too successful. I will teach them differently next year--that's for sure.

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever make changes during a lesson?

Very infrequently.

If yes, ask: Could you give me an example?

I know my students very well, and I take what I know about them into account during my planning. For that reason, I don't often alter my plans.

b. After teaching a lesson, have you ever found it necessary to go back the next day and reteach it using different methods or materials?

No.

If yes, ask: Could you give me an example?

For the same reason I mentioned a while ago. My planning makes this unnecessary.

c. Have you ever changed your plans for an upcoming unit because the techniques or methods used in a previous unit were ineffective?

Yes, as a matter of fact, I have.

If yes, ask: Could you give me an example?

This game has been so successful that I have decided to use simulation activities more frequently. I am going to incorporate a one-day simulation into the next unit which deals with false advertising claims.

d. Do you plan to make changes in any of your units when you teach them next year?

Yes. I have planned to change two of them.

If yes, ask: Could you give me an example?

The first unit was geared above their heads. This is my first year teaching and I guess I expected to treat them like college students. I'll make it a little easier next year. The other unit--well, I'm just not sure yet what needs to be done to it.